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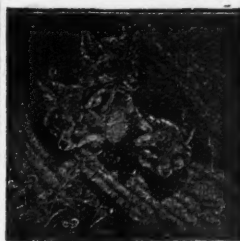
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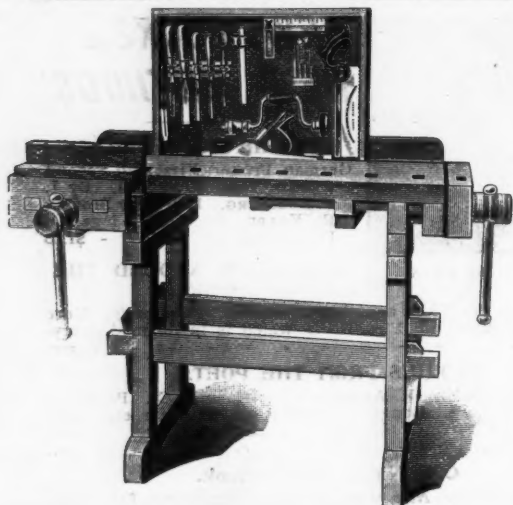
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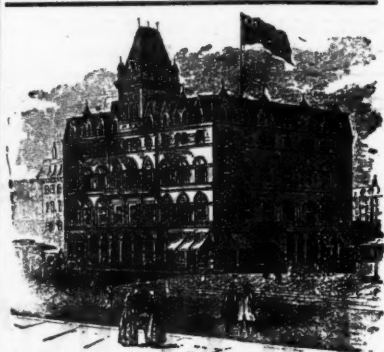
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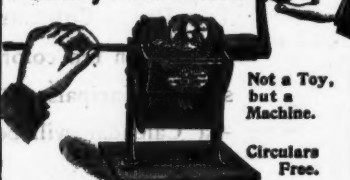


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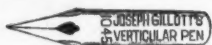
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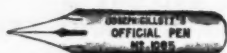
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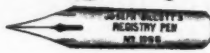
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No. 1

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## School Boards, Morals, and the Home.

By Supt. R. B. EWING, Gallipolis, Ohio.

I look upon school boards with a great degree of deference. I am sure I understand them better than I did years ago. The first assertion I wish to make is that boards are good enough. They represent the people. It is impossible for them to do better until the people are better. I think this is the first proposition for a teacher to establish in his mind. If any board should suddenly become perfect in the ideal sense, the people would demand its resignation and put in a board more in accord with their own moral and intellectual plane.

Boards are greatly influenced by the friends of local talent. A high school graduate of a city school has usually a better chance for a position in the schools of that city than a normal school or college graduate from elsewhere. The high school graduate has friends to pull for her in the city. They are friends and neighbors of members of the board, or, if not, they may be people of influence. The board necessarily listens to these people and acts largely according to their wishes. Board members must do this or be replaced by those that will. Friends of disappointed local talent make things uncomfortable for recreant members. Quite frequently the board is severely criticised in the papers. Again board members have their own business and political interests to look after and it is but natural that they, to some extent, consider these interests in making appointments.

The special point I wish to make is that we must not expect too much of boards. It takes an ideal people to support an ideal board.

### The Support of Teachers.

Boards rejoice in good work on the part of teachers and are usually able to recognize merit. They frequently desire to reward merit by increase in salary but fear to make a distinction among teachers. They strain points toward ideal action, but do not part company with public opinion. This is as it should be. Fortunately the general public improves in all respects. As a result there is a constant upward trend in school matters and schools grow better every year. They are the joy, the hope, the pride, of America. They represent the greatest good there can be in communism or socialism. Teachers are the vital force of the schools. They are directly in contact with the pupils and have a direct influence upon them.

### The Opinion of the School.

According to the Herbartian school of thinkers all intellectual work should pass over into effect in moral growth. But other things besides the studies affect character. A child in the upper grades likes to have the approval of his fellows and he is right. He has learned, probably by hard experience, that he must harmonize with his environments or pay certain penalties. The average high school pupil is more influenced by the opinions of his class-mates than by the opinions of his teachers, and as a rule he ought to be. His class-mates will probably be his business and political associates thru life. All children approve what they think to be right. They, like grown up boys and girls, sometimes fail to advocate the right openly because they fear to part company with their comrades. In this case there seems to be a kind of conflict of virtues. Sometimes a pupil goes against the expressed sentiment of a whole school and seems to convert them all to his view. In this kind of a case the members of a

school have hitherto misunderstood each other on the point involved.

I think we can safely proceed on the basis that children want to do right. They are even glad to be forced to do right. The right of things should be explained cheerfully to them. If they understand the explanation and if they feel that the majority of the school understands it the same way, they will usually act rightly.

Teachers should be patient with the public sentiment of a school and should endeavor to manipulate that sentiment so as to bring the virtues into active exercise.

### Growth in Virtue.

Possibly a more careful study of children may help us to understand more exactly the reasons of a child's tendencies. Quietness may result from laziness and noisiness from superabundant energy. Inattention may result from temporary low ebb of physical power, or bad teaching. In such instances the child needs sympathy and not scolding. Apparently careless mistakes may result from conditions in a growing or changing brain. Forgetfulness in children may be a result of bad teaching.

Most teaching of morals should consist in explaining the good of right action. The mention of evil action suggests the action or produces a tendency to perform the act. I sometimes doubt the advisability of mentioning the evils of tobacco and intoxicants. There is a kind of fascination in taking risks and in doing wicked things. It is all a question of direction of attention. And attention should be directed to the virtues, not to vices. All virtues are related and usually help each other. Take for example the virtue of economy. Many a man has been saved from intemperance and vice because trained to husband his resources. Many a boy has let cigarettes alone because he had an account in a penny savings bank. I am inclined to think that the establishment of school savings banks would cultivate or tend to cultivate more virtues than we would at first think. In fact I think there is no virtue but would be strengthened. Industry would be quickened by desire to get power to earn in order that savings be increased. Neatness of dress, good manners, and good scholarship may all be stimulated by desire to earn. Reputation for truthfulness and honesty have a money value that can be easily shown to boys and girls who are looking for money values.

### Parental Co-operation.

Again, the cultivation of these virtues will show in the home life of the child. Benefits to families will be apparent, and parents will co-operate with teachers that help them in the tremendous responsibility of training a family. A parent whose child is bad needs the teacher's sympathy. It has often been said that only parents can appreciate the concern of parents for their children. Put yourself in the parent's place. Enter into his feelings. Real interest in a child is the surest road to parental co-operation. I say real interest because there may be counterfeit interest. Real interest in a child originates in work for his physical, moral, and intellectual benefit. Work begets interest and interest begets more work.

Every home is a little world. There is a daily round of duties there. Children are naturally called upon to aid in these duties. Most parents have trouble with their children in this matter. Teachers can frequently aid parents by bringing up the idea of fair play. Possibly the story of the Swiss Family Robinson may be made to help. Any influence that a teacher can extend toward

getting a child to get in the kindling or wash the dishes well, will be appreciated and reciprocated by parents. The co-operation should not be one-sided. The teacher should help the parent and reflex good to teacher and child will result. Our lives consist mostly of small things. Upon the careful performance of small duties depends our happiness and comfort.

In country school work it is especially desirable that teachers meet patrons frequently. "Keep acquainted" should be the motto of the country school teacher. And in city work the teacher should not be a recluse. If possible, parents and teachers in the city should meet. Some cities set apart a day for the meeting of parents and teachers. Some teachers make it a point to visit the parents of the pupils. Some send printed blanks making inquiries about children. Nearly all schools make monthly reports to parents concerning the progress of children.

#### The Right Spirit.

The opposite of parental co-operation is parental antagonism. When this is aroused things are in an unfortunate condition. A city superintendent is frequently interviewed by parents who have a grievance. Teachers are not often cruel, but they sometimes do imprudent and improper things. When teachers do wrong a superintendent should usually acknowledge it to the parent involved. This is a necessary preface to candid discussion.

Apologies are sometimes due to children. The maker of a genuine apology is always strengthened by it. I have myself apologized to a high school boy during the past month and he and I are the better for it. We must not assume infallibility if we would have parental co-operation.

Sometimes an angry parent approaches a teacher with the grievous words that tend to stir up anger. If the teacher is worthy of the name educator, he will prove it by showing himself able to control himself.

No spirit of retaliation, anger, or revenge, is admissible in the teacher. These feelings must in some way be eliminated. The teacher's attitude must be altruistic and consecrated. People need self-control and moral power more than they need scholarship. The teacher in all his dealings should exemplify the proverb "He that ruleth his spirit is better than he that taketh a city."

#### Study Periods.

By A. W. EDSON, Associate Superintendent, New York City.

A common complaint is that pupils do not learn to apply themselves to study; that when they enter the high schools and are thrown on their own resources, with no teacher at every turn, to explain every difficulty, they are helpless. It is claimed that there being no study period in the modern city school, no opportunity occurs which demands individual application; in the high school they cannot use a study period to advantage.

It is good pedagogic doctrine that one gains the ability to study only by personal application. The value of habits of application and industry is far beyond that of the facts learned. Teachers are apt to underestimate the ability to master subjects by close attention and study, and overestimate the fluent recitation. The habit of self-application is indispensable, and should be acquired early in life and be strengthened year by year. The school is the place to train to study and time must be allowed for it.

The characteristics of a scholar are concentration, independence, and originality, and pupils should be encouraged to gain such at every step. As a result of close and continued effort one gains not only knowledge, power, and skill, but also an aspiration to be somebody and do something. It is the teacher's business to see that the right incentives to study are presented and that the right conditions exist.

#### Incentives.

Some of the right incentives to study are (1) approval of teacher, parents, and friends; (2) good standing in

school as an index of faithful application thereafter; (3) knowledge, power, and skill that comes as the sure result of earnest endeavor; (4) ability to do for self and for others. These should be presented constantly to pupils as a spur to faithful effort. It is needless to say that prizes rank by any marking system, fear thru scolding and punishment, or detention after school, are improper incentives to study, tho it may seem to be necessary occasionally to resort to some of these to induce the pupil to apply himself to the task in hand,—the immediate and lesser end for the time over-shadowing the remote and greater end.

#### Conditions.

The conditions for study should include (1) proper temperature, a topic often called to the attention of teachers and more often overlooked by them, especially when the sessions are well advanced; (2) favorable surroundings, right grouping, exclusion of unnecessary and distracting noise; (3) proper attention to health and comfort, as regards seating, light, and ventilation; (4) and time.

#### How to Study.

(1) The student should be trained to study *thoughtfully*, to master each step taken. "All profitable study is mental disputation" (Bowen's Hamilton), and the thinker is ever at a premium in whatever line of work engaged. The plan of studying topically, arranging the material in mind under certain leading headings, the essentials, should be begun early.



State Supt. Frank L. Jones, Indiana, who assumed office Jan. 1.

(2) He should study *systematically*. Habit is a labor-saving machine, and a habit of having a definite time for study as well as for recitation, is an essential to the highest success.

(3) He should study *independently*. "The primary principle of education is the determination to self activity, the doing nothing for the child that he is able to do for himself." If thru assistance of teacher or seat mate he is helped to a mastery of the lesson, he loses thereby much of the joy and satisfaction of mental conquest.

(4) He should study *energetically*, and lessen the time allowed for learning the lesson assigned. If a pupil, accustomed to take an hour for the preparation of a lesson, trains himself to get that lesson in forty minutes, he not only saves twenty minutes, but he gains what is of far more value,—self-mastery. The habit of dawdling over books for a longer time than is necessary, dreaming, thinking of other things, while pretending to study, is weakening to the intellect, a dissipation of mental energy.

(5) He should study *exhaustively*. He should aim to study every topic presented, in its length and breadth, its height and depth, looking farther than any one textbook allows. Thoughtful, systematic, independent, ener-

getic, and exhaustive study should have its beginnings in the elementary grades and be continued and strengthened in the higher grades.

#### Division of Classes.

In many cities the pupils of each class are taught in one division; in other places the pupils of the primary grades are divided into three or four groups, while those in the grammar grades are taught in one division; and in still others two groupings are required in all grades.

The rule of the school board of Washington, D. C., reads: "Teachers shall prevent pupils from sitting too long in one position without occupation, and shall frequently vary the school exercises so as to awaken and fix attention. They shall divide their schools when all their pupils are of one grade, into two sections, and shall have one section studying while the other is reciting, as far as may be practicable. In penmanship, drawing, vocal music, and a few other general exercises and explanations the school should be instructed as a whole.

"In all cases where studies are required at home, the work to be done shall be definitely stated and so thoroly explained by the teacher that intelligent pupils can master it without assistance."

The by-law of the school board of New York city (Manhattan) reads; "Teachers shall divide their classes, if the pupils therein are of the same grade, into two sections for at least one hour each day, for the purpose of allowing one section to study while the other is reciting."

The main arguments in favor of one division are (1) fewer classes and class exercises, (2) more time for recitation, (3) the attention easily held when all are at work on the same subject, (4) more time for rest and outside work at the time of any pause in the recitations, (5) ease of teacher.

So far as these arguments go they are valid. In many schools there are too many classes and the work entailed is exhausting. Experience proves, however, that the arguments in favor of one division and against two are much stronger in theory than in real practice.

Some of the arguments against teaching the pupils of a room in one division in all subjects are (1) the time thruout the day must be devoted almost exclusively to recitation, (2) inability to hold the close attention of pupils to the work in hand during long recitation periods, (3) and tendency on the part of teachers to assist the pupils at every step.

In favor of two divisions in the main lines of study there are these arguments: (1) There is a definite time for study just as there is a definite time for recitation; (2) pupils are more likely to be interested, attentive, mentally alert, during short recitation periods, with time for rest, relaxation, and study, than during long recitation periods; (3) teachers are less inclined to help pupils while studying, because they have a recitation in hand with the other division (4) there is less waste of time and effort; (5) and more attention can be directed to individuals, to drill of the slow pupils and promotion of the bright ones.

These arguments if valid should overcome all objections to a thoro trial of the two-division plan in the main lines of study. The school exists for the pupil, and the course of study, the daily program, the organization and management, should be made to conform to the best interests of the individual.

In the primary grades, educative seat work, busy work, so-called, must take the place of application to books. Little folks cannot be expected to study books, but they should be kept happy, busy, orderly with work that is educative. The right sort of busy work will furnish employment for hands and head, material for thought and invention, and will develop the powers of expression. The work should be carefully planned in advance by the teacher, explained to the pupils, and later examined (by a glance at least) by the teacher. The great mistake often made in primary grades is a neglect of these conditions of success. If children know what is expected of them, how to work to advantage, and find that their efforts receive recognition, they will soon apply them-

selves with enthusiasm to any task imposed.

In all grades with a class of forty or fifty pupils there will be found differences in ability and attainments. One-half of the class properly grouped will advance with greater rapidity and cover more ground than the other division ought to be urged to undertake. The two-division plan allows a proper consideration of slow and backward pupils, as well as of bright and thoughtful ones.

The Cambridge plan, by dividing all grammar grade classes into two groups, allows pupils to complete a six-years' course in four, five, or six years. Any pupil of the four-year group may be transferred at the end of two years to the six-year group, and any pupil of the six-year group may be transferred to the four-year group at the end of three years, thus allowing five years to complete the course.

Any plan that promises greater individual effort on the part of pupils, young or old, merits the thoughtful attention of conscientious teachers.

## School Architecture.

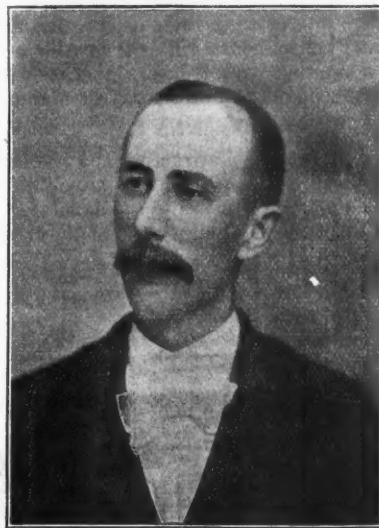
### The Opinion of an Expert.

By GEO. F. LORING, Architect, Boston, Mass.

(Concluded.)

As contagion is most likely to occur from garments, which, being porous, absorb and transport gases, microbes, etc., it is necessary to have two wardrobes, properly arranged on each floor, one for each sex, if appropriation permits.

The latest improved wardrobes, set up in separate rooms, in corridors, in basement or on each story, are made with separate stalls of  $\frac{3}{4}$ -inch by  $\frac{3}{8}$ -inch channel irons, covered with  $\frac{3}{4}$ -inch half oval, with open spaces up 10 inches from the floor, and the top 5 feet 4 inches



Territorial Supt. A. P. Shewman, Arizona.

from the floor, between each stall and forming the back; between two sets of stalls on these frames, filled with  $1\frac{1}{2}$  inch diamond mesh No. 9 wire; at the bottom is a shelf for rubbers, two rings and cups for umbrellas, with hangings on each side, none on the back; they are about 1 foot 3 inches deep and 1 foot 6 inches wide.

The cost of this style of wardrobe put up is about \$1 per hanging; as there are two hangings to each stall, \$2 per stall. In estimating the number of stalls that can be placed in a room and have plenty of freedom for aisles, etc., allow 2 square feet per hanging.

I believe the best place for wardrobes is in each corridor, provided it is wide enough; there will be no traveling up and down to basement; if separated for sexes, there is less crossing of files of pupils, being more direct cleaner, and just as well ventilated.

Wardrobes seem to be the most difficult part of school sanitation, there being many advantages in the open method by placing them in wide corridors or in the basement, unless an appropriation large enough for special rooms, with a thoro circulation of fresh air is provided. The advantage of having them in the corridor is that the teacher in command of that floor maintains the discipline.

#### Cost of School Buildings.

As I understand it, structures for this purpose are not to be erected as monuments to committees or the architects; they should be business buildings, neatly and plainly treated for the purpose, but not necessarily built like factories; it does not cost much to get breadth of treatment and architectural effect in a modest way. Unfortunately, I have always been limited to cost; I can honestly say that the appropriations have never been exceeded; to the best of my ability I have included as much of the above points as the money at my command would allow.

For high schools of brick and stone the price per cubic foot of contents varies in different localities from 11.2 to 12.5 cents; per square foot of ground covered, for two stories of class-rooms, from \$5.50 to \$6.50; for three stories of class-rooms, \$7.50. The cost per pupil averages \$160 to \$175.

The Montclair high school, erected by me in the year 1892, cost as follows: Per cubic foot 12.3 cents, \$6.42 per square foot of area of first floor, or \$160 per pupil, and accommodates 605 pupils.

The most expensive schools I ever erected cost 15 cents per cubic foot, a limit which there is no necessity for exceeding.

### Model School-House Designs.

This month THE SCHOOL JOURNAL presents the last three of the non-premiated designs in its school-house competition which were intended for publication. The many readers interested in these designs for a model one-room country school-house will bear in mind the competition for a two-room school-house, the results of which will be announced either in February or March.

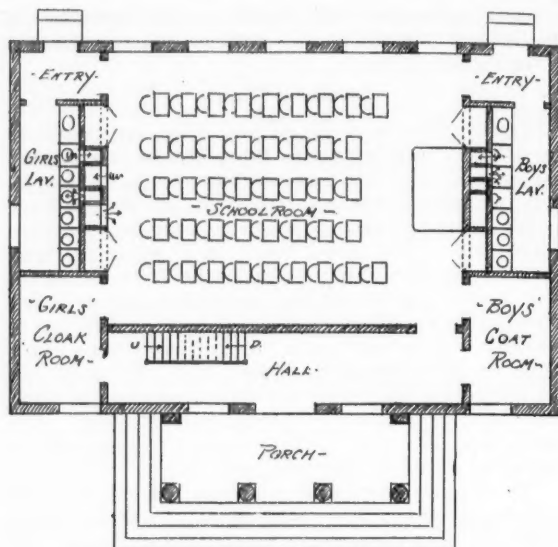
#### Design No. 6.

This design shows an attractive, tho somewhat elaborate perspective. The plan necessitates two chimneys, which make an added expense to the building. The placing of the toilet rooms at either end of the class room has



Design No. 6, by Raymond F. Bocorselski, Hartford, Conn.

obvious disadvantages. The light comes entirely from one side of the class room, and would seem to be hardly sufficient for those pupils nearest the blackboard. One feature of this plan which has not been noticed in the others, is the doors in the rear, doubtless leading to the playground. The building, as shown in the perspective, would be distinctly ornamental and will commend itself to school-boards who wish something more than a plain and inexpensive building. The design was made by Mr. Raymond F. Bocorselski, 141 Trumbull street, Hartford, Conn.

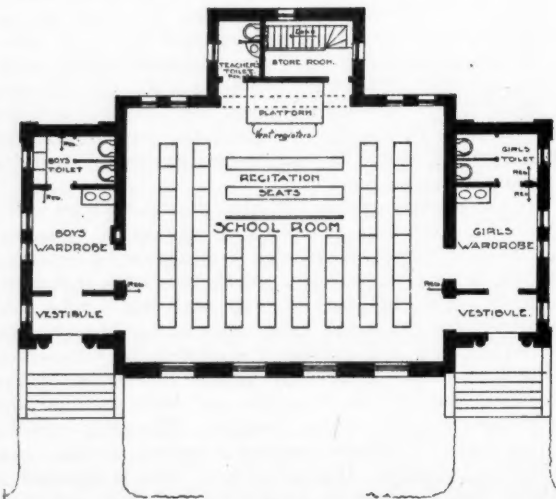


Design No. 6, by Raymond F. Bocorselski, Hartford, Conn.

#### Design No. 7.

The perspective of the accompanying design is even more elaborate than that of the preceding. It offers, however, an exceedingly attractive exterior, and with slight modifications, the building doubtless could be erected at a less cost than the first glance at the design would seem to indicate.

The plan offers a broad frontage to the street, with an entrance at either end of the class-room. As to the question of light, there are four windows in the rear of the pupils, and two small ones to each side in the front. It would seem that this arrangement would cause pupils

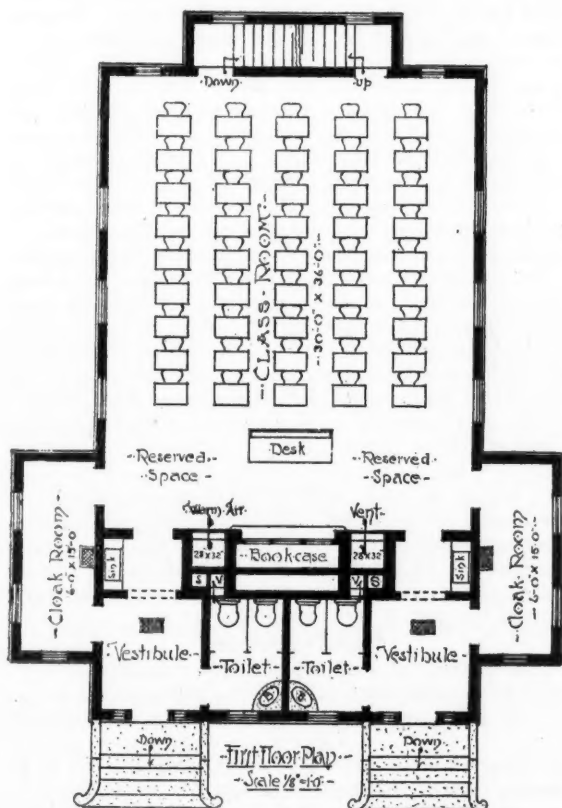
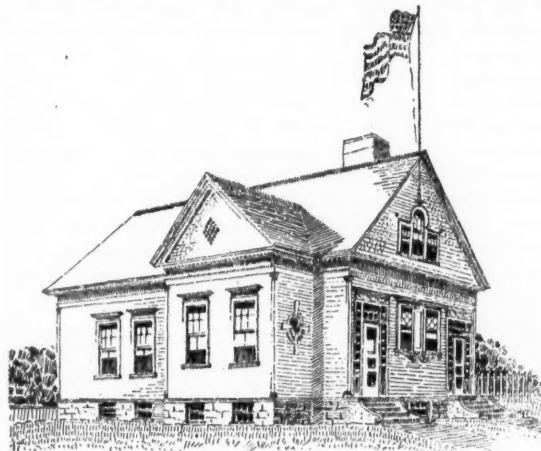


Design No. 7, by E. O. Krienzie, Milwaukee, Wis.

to sit in their own light. The heating and ventilation plan is very simple. Plenty of blackboard space is given. This design was made by Mr. E. O. Kuenzli, 344 Second avenue, Milwaukee, Wis.

#### Design No. 8.

Simplicity is the distinguishing feature of the perspective of design No. 8. The building is plain, with an entrance for boys and one for girls. The perspective suggests an arrangement of rooms similar to that of plans previously given. But the plan is considerably more complicated. The arrangement of the toilet rooms between the two entrances, and with the vestibules between them and the cloak rooms, does not seem to offer the best solution of that problem. The wings of the building should be made large enough to contain both toilet



Design No. 8, by Charles V. Burgess, Roslindale, Mass.

and cloak rooms. The lighting of the room seems adequate, tho one more window might be placed on each side of the class-room by cutting down the blackboard space somewhat. The arrangement of seats and the heating and ventilation of the room is excellent. The design was made by Mr. Charles V. Burgess, 80 Colhasset street, Roslindale, Mass.

## The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

### A Commercial Course.

I was much interested in the course of study for the commercial high school published in THE SCHOOL JOURNAL of December 17. Only the larger cities are able to have a commercial high school, and even there I question the advisability of such an institution at public expense until accommodation can be made for all pupils in the primary and grammar schools.

But a very different thing and a very practical thing would be a commercial course in the general high school, and I believe there is a very general demand for this at the present time. Almost every town of a few thousand inhabitants supports what is, at least, locally known as a high school. It is not the care of the officials to see how many of the grammar school graduates can be induced to continue their education. It is not the aim of these high schools to build up a great reputation by the large percentage of its graduates which it succeeds in entering into college, but rather is it aimed to interest its pupils in the higher avenues of learning, and in part, to give such instruction to the less fortunate pupils (as far as circumstances will permit) as will best fit them in two or three years, as the case may be, for the life that is before them.

The condition is, as stated in the article above referred to, that "a good percentage of the pupils that enter the high school remain but two years." I believe it our duty to meet this actual condition and do the best we can for such pupils at the present, and strive to hold them for the third year, as far as possible, by making the work such that they themselves and their parents will deem it as worth the pupil's while to spend the extra year in school. This many times must be considered from the standpoint of the laboring man with a large family. Our courses are made up too largely for ideal conditions.

#### Several Courses Offered.

If you will pardon a personal example I will draw a comparison in my own experience. In one system of schools over which for several years I had general charge, about sixty per cent. of the grammar school graduates entered the high school. In the high school under my present charge every graduate of the grammar school of last year has entered the high school this year, altho there was a very large class. My limited experience in my present field does not permit me to speak of other years, but I know this difference of percentages is due to the character of the work and courses offered. We offer three four-year courses, and two three-year courses, believing that the greater number of options in the shape of high school courses that can be offered, the larger will be the high school enrollment and the more nearly will the needs and demands of the community and times be met. The popularity is about equally divided between the four-year advanced English course, in which English is the only language taught, unless pupils elect German, French, or Latin, and the three-year commercial course, the aim of which is in part to fit for business life.

We do not expect our graduates to step at once to the head of a large business concern, neither will they generally, at once, open for themselves a business; but rather will they, in general, enter the service of some business man or firm for a time.

#### Stenography a Means of Discipline.

We consider that typewriting and stenography will do them good service. Should they never need to use stenography there is a great deal of good discipline coming from the close application and faithful thought necessarily incident to the mastery of the subject. It seems to me that in these times neither is the commercial high school nor the commercial course of the high school intelligently arranged

unless it provisions for typewriting. I would make manual training a requirement of the commercial course, if circumstances would permit. The *raison d'être* for these subjects in the commercial course is too well known to be considered here. The course given below is an actuality in the North Plainfield schools and is such as it is because of the needs and circumstances of the school. I believe that there are many other places where the needs and conditions are similar.

#### Commercial Course.

FIRST YEAR.	SECOND YEAR.	SENIOR YEAR.
Stenography.....20	Physics.....40	Chemistry.....20
Typewriting.....20	Algebra.....20	Geometry.....20
Com. Arith.....20	Adv. Arith.....20	Eng. Literature.....20
Physical Geog.....20	Rhetoric.....20	Am. Literature.....20
Algebra.....20	Gr. and R. Hist.....20	Gen. Hist., U. S. Hist. & Gov't.....40
Adv. Grammar.....20	Astronomy.....20	Book-Keeping.....20
Literature.....20	Book-Keeping.....20	Geology.....10
Eng. History.....20	Commercial Law and business Forms.....20	Physiology.....10
	Stenography.....20	Drawing.....20
	Zoology.....20	Trigonometry.....20
	Reading.....20	Adv. Algebra.....20
	(At least five standard works of literature.)	Solid Geometry.....20
		Botany.....20
		Stenography.....20
		Typewriting.....20

#### EXPLANATIONS.

In all courses two special forty-minute periods per week during each year must be given to *Composition*, two periods to *Music*, and one period to *Current Events*. One regular period per week must be given to *Drawing* in the first and second years of each course.

Each subject, in all courses, requires five forty-minute recitations per week for the number of weeks indicated by figures after the subject. If at any time it shall seem advisable that less than five recitations per week be given to any subject, the work in that subject must be extended over a sufficiently lengthened period of time to make the total number of recitations equal to five times the number placed after the subject.

Subjects printed in Italics are electives: 160 units of work must be taken in each course in the years where electives are offered.

United States history, together with the duties and rights of American citizenship, should come at that time in every high school course, when the pupil can bring to bear upon these subjects his most mature judgment and thought, or in the senior year. Literature in the first year should be studied with the pupils to show them how to get the most out of the book; the second year the pupils should read, and in the third year there can be more critical study in connection with biography. In a commercial course the sciences very largely can well be left as electives.

The fact that there are many openings for pupils to do work in stenography and typewriting outside of school hours, and because by this they are financially enabled to continue thru the full course, has brought about the introduction of these subjects into the first year of the course. There is provision for a "brushing up" on these subjects in the senior year, just before pupils will be thrown upon their own resources. In short, the whole course is the result of actual needs. The course is not prepared, as is too often done, entirely for the children of the rich.

#### Advantage of Three Years' Course.

In a great many communities a three-year commercial course is better than one of four years, because more pupils will complete a three-year course than will take three years of a four-year course, partly because of the reward that will be received in the shape of a diploma. It is a very easy matter to provide for any pupils who can and wish to take another year of commercial work, but in my judgment this year should be entirely separated from the course and should be designated as post graduate work or by whatever term it may seem best to give it. It has been my experience that a great many pupils complete a three-year course in order to have the standing of a graduate of the high school, who would not attend more than one or two years if the course were longer than three years. A diploma from a three-year course in a high school, to some, means in privation, in earnest struggle, in solid appreciation of knowledge a great deal more than a diploma from a college, to others, and—the thought comes to me, so it is out—to some is worth a great deal more. It is far from my purpose to undervalue college training or the necessity for offering courses that shall fit for college, but there is an absurdity in the statement that what fits for college (at present) gives the best fitness for business life.

The first duty of every high school is to serve the best interests of the larger number of its pupils and in this the commercial course outranks the classical course in importance.

It is in the interest of the smaller schools that I have written this—the schools which have in the past fitted a large percentage of the men who have gone into the cities and been successful, a condition which I have no doubt will continue.

H. J. WIGHTMAN.

North Plainfield (N. J.) High School.

#### The Genetic Method in Psychology.

I desire to ask some plain questions thru the columns of your excellent journal, not alone for my own good but for the good of all,—parents and teachers—who find themselves mystified by the tendencies of recent pedagogical doctrines. I recall a conversation that I once had with a most estimable gentleman and successful teacher, who told me that he was much discouraged; whereupon I advised him to take counsel of others, to read educational papers, and attend upon the teachings of those who were learned in the profession. He assured me that he had done so, and therein lay the trouble. He found so many things contradictory, so many things that were seemingly empty dogmas or huge assumptions, that he had become confused and disheartened. I believe that a great many honest teachers in the land to-day are in a similar state of mind.

The place of the "learned educator" has been usurped by the "expert," and progress and discovery have gone forward with such tremendous rapidity, and the cloud raised by the conflict between Brahminism and Philistinism has been so great that some good people have been unable "to keep up with the procession." The educational system has been aptly described as being "tempest tossed," and the ship bearing the hopes and blessings of the coming generation is careening wildly. The clamor of the discussion between the Herbartian and the anti-Herbartian; between the rational psychologist and the empirical psychologist has been great enough, but scarcely so clear as to be truly helpful. A great many teachers feel that they must *orient* themselves, and in order to do so desire the assistance of that large body of disinterested, unselfish educators, who are working for the "good of the cause" without a thought of personal aggrandizement.

We now understand that in order to prepare ourselves fully for the work of teaching; in order that we may have a proper understanding of "child nature or child life, we must understand the "whole body of genetic psychology," whatever that may mean. We are also led to believe that Bain's views of "Physiological Psychology" and Herbert Spencer's "Principles of Psychology" and "Data of Ethics" are not entirely sufficient for modern thought. We are assured that the time has now come for a broadly scientific study of the close connections between mind and organisms, and in this form and for this purpose, genetic psychology is presented for the careful consideration of teachers. It is worthy of the closest study and the profoundest attention, for surely in every sense of the word it is fundamental.

#### Haeckel's Standpoint.

The doctrine of evolution has been fruitful in this study as in other sciences, and, of course, cannot be ignored in any discussion relating to it. There must be a theory of evolution to support the doctrines of genetic psychology, and we desire first to know whether we shall take the view of Haeckel, or the opposite one of Cope, or the more moderate view of Spencer and Huxley. The life work of Haeckel seems to bear closest relation to the subject and unquestionably he is in the foremost rank of those who have studied the lower forms of animal life. The world is deeply indebted to him on this account and we, therefore, venture to ask if his theses constitute the most nearly acceptable theory, viz.:

1. The general doctrine (of evolution) appears to be already unassailably founded.

2. Thereby every supernatural creation is completely excluded.

3. Transformism and the theory of descent are inseparable constituent parts of the doctrine of evolution.

4. The necessary consequence of this last conclusion is the descent of man from a series of vertebrates.

5. The belief in an "immortal soul" and in a "personal God" are therewith utterly ununitable.

While we have chosen, in justice to the distinguished scientist, to quote his *five* theses, for the purpose of this inquiry, we shall confine ourselves to the *first, third, and fourth* theses as reasonably supporting "the whole body of genetic psychology." For myself, I accept the first without argument, but in doing so, declare my belief that the other four do not necessarily follow. However much the public may have been misled concerning my views on the subject of evolution, I cannot be correctly quoted as having at any time, or in any place, denied those principles of theistic evolution which admit the existence of a God, Who "in the beginning" created primordial matter, the heavens and the earth, and the development, under the action of His providence, of the universe and all that it contains, and that, in His own good time, He created man "in His own image." But, does genetic psychology require us to accept the third and fourth theses?

#### Other Evolution Theories.

A distinguished writer has asserted that "embryologists tell us that the child in its development, from the ovum to maturity, passes thru all the stages of evolution that the race has experienced in its development from monad to man." Is a belief in this declaration essential? Then transformism and the theory of descent are inseparable, constituent parts of the doctrine, and man has ascended from a series of vertebrates. Haeckel makes this very clear when he urges us to "regard the Amphioxus with special veneration," and further declares "that the Amphioxus, skullless, brainless, and memberless, as it is, deserves all respect as being of our own flesh and blood," and that this same "brainless creature" has better right to be an object of profoundest admiration and devoutest reverence than any of that worthless rabble of so-called "saints" in whose honor our civilized and enlightened and cultured nations erect temples and decree processions.

Here Haeckel makes his claim to a knowledge of genetic psychology so strong that we fear it cannot or will not be questioned. He is certainly an authority. In this connection, let us take notice of the views of another eminent expert, who has accepted the theory that from conception to birth the child passes thru every state of lower animal life, and at birth enters upon the state of man in the lowest savage condition and progresses toward a civilized state, which it may reach at adolescence.

Accepting this, we are prepared to learn, without astonishment, that "the nursery and the school-room are the first institutions into which the young savage is introduced" and that "the child is born into the world in a state of savagery, nude, not only as to person, but as to morals." Here then, we have the following as foundation principles:

1. The transmutation of all animals of the higher types out of the lower ones.

2. From birth to adolescence the child lives the experiences of the human being from the lowest savage condition to the civilization of his environment.

#### Opinions of "Experts."

We must confess that this seems a tremendous, a most startling assumption, but I suppose we must accept it. It is true that Agassiz, Dawson, Fairhurst, Virchow, Dana, Lord Kelvin, Lord Salisbury, and a host of others, flatly deny this, but alas, they were not and are not "experts" (because we are told that "every expert in the world" holds the above views). And besides some of them have been dead several years. If those who are dead were alive, they would be simply ignorant men, while the living ones are out-classed by our modern experts. We can but wonder why it is necessary to go all

the way back to the monad; why it is necessary to enter into every state of animal existence; why it is necessary to enter upon the state of man at the lowest plane of savage existence rather than the plane of the civilization of the environment; why it is necessary for the individual during a period of fifteen years, or thereabouts, to go on living at the appalling rate of fifty thousand or a hundred thousand years a minute; why is it that people can sit and listen to all these things with composure,—but all this wondering is unscientific and must not be encouraged. But this position, sensational, tragic as it is, is followed by another that is far more so. The experts have established "so many psychic traits in common between children and animals" that we are asked to believe that the difference between animal intelligence and human intelligence is one of degree only and not of kind, and that this is true also of what we have been pleased to regard as the human soul and the animal soul, if there be any such thing as a soul, either human or animal. Will any expert plainly state whether this doctrine goes with the proper study of genetic psychology? We want a direct yes or no?

#### Educational Child Studies.

Who does not see that a doctrine like this goes to the very foundation of our civilization and threatens the human race itself with calamity! Haeckel frankly avows the doctrine. Will his disciples be as candid? What a wide departure is thereby implied; what hopes, what longings, what aspirations are forever extinguished! And shall we go into our school-rooms holding to this view? It is true that mitigation is offered in the theory of "religious evolution," which teaches the doctrine that true religion is without "theological basis" and may be theistic, pantheistic, or monistic as one prefers, so one enjoys it, but after all is it not a blank, despairing travesty upon honest heart convictions and heart hopes? And what is the good of it all? What true friend of the children has not longed for another Mrs. Browning to write again "The Cry of the Children"? Alas the poor children! savage, nude, cannibalistic, helpless little ones! It is no exaggeration to say that there has been an attempt made "to put them thru their paces." They have walked before the expert and before the teacher; they have been searched for rudimentary organs; they have been examined,—eyes, ears, throat, heart, brain; they have been scrutinized in order to discover a "leg jerk" or a peculiar arm movement; they have been made to lift up their voices and their hands; they have been required to speak, in order to ascertain if they were given to lying; they have had "eyes made" at them, and had fur applied to their faces; they have been suspended from bars; they have been treated as abnormalities and monstrosities, and they have been, and are now being experimented upon in countless ways. And yet who is it that, looking into the clear undefined depths of child nature, into the child heart; who is it that, being associated with children daily and witnessing their reverence, their patience, their love, their gentleness, the bright and beautiful unfolding of minds, rich with every good gift of God to man, can justify this conduct? Is it not wrong, dishonoring, tragic? And it is perpetrated in the name of child study! A study that every true teacher pursues and has pursued with earnestness from the day she entered upon her work; and truly is it not better that she should turn to the children themselves, rather than to their remote ancestors, "the men who dwelt in the caves of Dordogne," and can they go very far astray if they follow the teachings and directions of the Great Master, and men like Pestalozzi, Froebel, Arnold, and Mann? Alas they have been dead more than ten years.

Will the leaders say something for the benefit of those to whom this great advance seems, in the distance, like a headlong plunge into the intricacies and mazes of beliefs, more than three thousand years old, in which Ionian materialism, Oriental transmigration of souls, and all the absurdities of Pantheism seem to be mixing?

A. J. SMITH, Superintendent of Schools.

St. Paul, Minnesota.

## The School Journal,

NEW YORK AND CHICAGO.

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WEEK ENDING JANUARY 7, 1899.

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The year 1899 is more than a continuation of 1898. As the years roll on, we see clearer what is behind, scarcely clearer what is before. What we have done, we know will have a profound influence on what we shall do. This is the time for faith. Just do the best possible always in this present and believe that out of that will result good in future days. It was one of George Eliot's prime articles of belief, that out of good, good only could spring. It is a good thing to set out in the New Year with a larger and brighter faith. The Great Father has the kindest wishes for us. Believe it, O reader, no one so earnestly wishes you a "Happy New Year" as He.

There are such things as members of boards of education who really understand their field of work. We are aware that many principals are afraid of such men, and prefer the ignorant member, the one who says: "You go right ahead; you understand this business; I don't." In the educational evolution that is going on, this class of members is bound to increase. They do not claim to be professional personages and thus usurp the place of the principal or superintendent; but there is a vast amount of knowledge besides the professional that must be shared by the board of education and the superintendent and principal. We believe the testimony of successful superintendents will be that their success has been due to the intelligence of the board of education.

The conflict that has been going on in Chicago is substantially as to the appointment of teachers; who shall appoint them? Hitherto it has been supposed to be an unquestioned perquisite of the school board; of late it has become apparent that no great progress is possible when this method is followed, for the selection will be made in the interests of politicians. The general government had suffered from the same causes, and finally the civil service laws came into existence. It is possible that a similar plan will be adopted in education. The first step, scholastic fitness, has been taken. Over the second, that of pedagogic knowledge and skill, there is much debate. The movement in New York city is well worth watching by all officials.

The average school officer has hardly taken his oath before the attempt is made to get some one appointed as teacher on other grounds than special fitness. And yet this is the only solid ground to be taken; when this is agreed upon, salaries and permanence will be adjusted. A book larger than Webster's Dictionary could be made of instances in which other reasons than special fitness prevailed. Sometimes it has been the church, sometimes personal interest, sometimes provision for a person in need, sometimes politics, and sometimes kinship that has dictated appointments. The faults that have appeared in the public school have arisen from this cause mainly. The principal or superintendent could only shut his eyes tight and know the farce was being played.

The volume containing the proceedings and addresses of the thirty-seventh meeting of the N. E. A. is a large one, containing over 1,000 pages. Many of the papers are exceedingly thoughtful and those who remember the volumes of past years will feel that a new breeze is blowing as he turns over these pages. Child study and the kindergarten are now two of the strongest departments. Manual training, too, has been recognized. The total membership of the association in 1898 reached 10,654.

In the educational statistics of the United States, published in THE SCHOOL JOURNAL of December 17, the school expenditures of the state of Kentucky were given as \$333,250. Such a figure, if correct, would make a poor showing for the educational progress of the state. The correct figures are, however, \$2,888,354.13.

Brother Bruce complains of a St. Louis paper's copying the front cover page of his journal without giving credit. He may be interested to know that a New York sign painter has adopted the same design, for a trade-mark, it seems, and in fact had it a year or more before Brother Bruce ever thought of decorating his cover with it.

During holiday week a large number of important educational meetings were held in various states. THE SCHOOL JOURNAL next week will have reports of the most of them. There will also be letters and news notes from Cincinnati, St. Louis, Chicago, and other centers, for which no room could be found this week, in spite of an increased number of pages and careful planning.

### The Cost of Smaller Classes.

The wrong of large classes of fifty and more pupils, which maintains in many places, has been frequently emphasized from the educational standpoint. However, the arguments have not been able to convert many boards of education. It is usually the over-economical citizen that manages to get on these boards, and it is the self-same individual who prefers to remain blind as regards the reasonableness of any demands involving a new expenditure of money. It is well that he should be fired at with other than purely educational reasons.

The hygienic considerations involved in the problem ought to stir up the boards of health to take a hand. Mr. Edmund M. Wheelwright, who is recognized as an authority in matters of planning school buildings, has shown that our school-rooms cannot be planned according to the most scientific method of lighting unless the number of pupils per class-room is materially reduced. He says, furthermore, in an article contributed to *The Bricklayer*, "If the system of smaller classes should prove to be somewhat more expensive in cost of pupil per school day, it should be borne in mind that to the credit of the smaller class-room is to be placed the interest of the saving on cost of buildings in which the floors, especially in the case of fire-proof construction, are of a short span." He believes that an experiment would show that the smaller class system would prove in the end the most economical, giving as clear gain "after duly weighing the other considerations in their economical aspect, the lessened strain on the eyesight of both children and teacher, and more individual education of the children." Mr.

Wheelwright adds also that the smaller buildings with few class-rooms are more expensive per pupil than larger buildings with many rooms in cost of land and building, as well as in heating, and, if properly cared for, in janitor service. Here is plenty of new material for helping on the agitation for smaller classes.

### More Permanent Tenure of Office.

The draft of a bill has been received which is to be placed before the legislature of Minnesota, defining the office and duties of superintendent of schools in special and independent districts of that state. The object of the bill is to put an end to the annual election of teachers and superintendents and make tenure of office more nearly what it should be. The boards of education are practically asked to give permanent appointments to the superintendent and the teachers recommended by him. If the board wishes, for any reason, to retire a superintendent, it is compelled to place the matter before the people for ratification three months prior to any annual election, asking the voters of the district to express themselves on the matter. If the people vote to retain the superintendent in office, it shall not be lawful to submit his name again for ratification at the polls before the expiration of two years.

Supt. Ford, of Owatonna is sparing no efforts to interest the friends of education in the bill and to enlist their practical support. Some such measure ought to be adopted to make a beginning in rendering educational office more permanent and more dignified. If the Minnesota educators succeed, it will be easier to get other states to take a similar step. We wish Supt. Ford and those who have joined hands with him all success.

### Women on School Committees.

Inquiries are frequently made about the extent to which women serve on school committees. The following statement, taken from the report of the secretary of the Massachusetts state board of education, answers such inquiries:

	Towns.	Cities.	Totals.
Number of committees, . . . . .	321	32	353
Committees composed of men and women, . . . . .	140	19	159
Committees composed of men only, . . . . .	181	13	194
Men on committees, . . . . .	1,066	374	1,440
Women on committees, . . . . .	185	47	232

In many communities objections are still strenuously urged to women's serving on school boards. It is not necessary to discuss these objections here. It is enough to say that half the parents of the children are women, half the children are girls, nine-tenths of the teachers are women, the co-operation of the home with the school must be largely thru women; women are made expressly eligible by law both to membership themselves on school committees and to voting for the membership of others, practice is tending towards a larger interest on their part in public affairs, particularly in education, and experience is confirming the practice. If they are unbusiness-like or act on impulse or lack steadiness and poise or do not take broad views or betray other unfitness, so much the more reason for that kind of experience whose effect ultimately is to reduce such unfitness.

It is quite conceivable that men, in spite of their prolonged experience, may fall below that ideal fitness that should characterize a school committee member. With the rapid increase in the number of highly educated women, with the formation of strong women's clubs for educational, literary, philanthropic, and other work, with the larger life everywhere opening to women and bringing into varied activity her potential energy, it is important—nay, imperative—that this mighty gathering force should be utilized for the welfare of the children. One

way to utilize it is to give it a channel of expression, as has already been authorized, thru the service of women on school boards.

### Educational State Organization.

Educational matters have never more thoroly attracted the attention of the public in Indiana than at present.

The question of the reorganization of the state board of education has become prominent again thru a circular of information, issued by the present board. In it the history of the board is discussed. It is maintained that the reorganization in 1865, prior to which that body contained only one educational man, put the board on a second basis. Since then it has been composed of the governor, the superintendent of public instruction, the presidents of three advanced state schools and the superintendents of the three largest cities of the state.

The circular then outlines the duties of the board and states explicitly that it has jurisdiction over the public schools of the state only. All private institutions are absolutely independent of it and of the school laws of the state; hence these private institutions, as such, can hardly claim representation on the board. It is contended that the *ex-officio* nature of the board is a strong safeguard against political trickery, which makes itself felt so strongly in all appointive offices. The usefulness of the board might be enhanced, however, by adding to its membership a number of county superintendents. With this addition the board would represent fairly all departments of the public schools.

State Supt. Geeting, whose second term will soon expire, has in many respects been an admirable superintendent. His suggestions to the present legislature are marked by the same progressive spirit which has characterized him in the execution of his public duties thruout.

Mr. Geeting has persistently advocated the consolidation of township schools and calls attention to it again. The proposed plan would give the children in country schools the advantages of the graded school. The element of distance could be overcome by running wagons over stated routes daily according to a fixed schedule.

In regard to teachers' examinations a number of excellent suggestions are made. It is claimed that all examinations should be conducted under the auspices of the state board of education, all licenses should be granted by this board and these should be valid in all parts of the state. This change would obviate many abuses. Under the present law the county superintendent is not required to use the questions furnished by the state board. In many cases he is absolutely incompetent to mark the papers which come to him and nothing prevents partiality on his part.

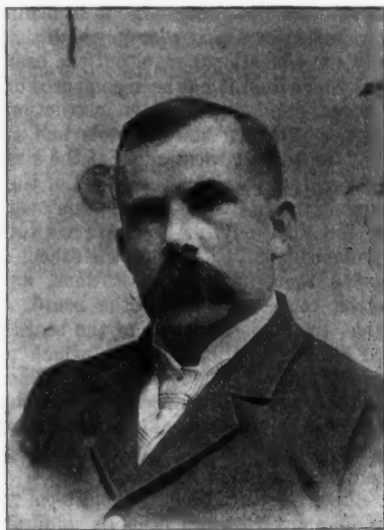
Certain discrepancies in the law are also brought to light, which permit a state of affairs in some districts which is nothing short of disgraceful. The legal qualification of a county superintendent consists wholly in this: he must be a resident of the county at least one year prior to his election. No intellectual or professional qualifications are required whatsoever and consequently the position is open to political wire-workers who succeed wherever public sentiment does not assert itself strongly enough to defeat them. These men examine all teachers and all candidates for licenses in their respective counties. Mr. Geeting's suggestion, that the county superintendent be a graduate of a college or university, or that he hold a professional or state license ought to find hearty approval.

The recent report of the board of trustees of Indiana university throws a strange light on the charges so frequently made by representatives of the denominational colleges, that the appropriations of the state to its institutions of learning are unreasonably large. By means of a tabulated statement it is shown that all adjacent states have dealt more liberally with their educational institutions than Indiana.

## The Educational Outlook.

### Proposed Reforms in Indiana.

INDIANAPOLIS, IND.—State Supt. Geeting, in his annual report to the legislature, makes several important recommendations which doubtless will lead to changes in the school system. He makes a strong plea for the fostering of the new spirit of education which has been awakened in the state. He says, "If I could reach the ears of every father and mother in the state I would plead with them to devise yet better things for the



State Supt. Geeting, of Indiana, whose term of office expired December 31.

children. Put lands and stocks and bonds in one scale, and a little child in the other outweighs them all. It is not enough that we spend nearly \$6,000,000 yearly upon our schools.

The evils which threaten society to-day from the excessive use of alcohol and tobacco by the young can never be lessened by the study of an elementary text-book, and the memorizing of a few cold, hard facts only. Two things will contribute to the success of this temperance instruction, the enthusiasm and moral integrity of the teacher and the confidence of the community in the midst of which the school is situated. We should use no less effort to prevent children from indulging in mental and moral dissipation which will be as fatal to their welfare as are the physical injuries."

#### UNITE THE SMALL SCHOOLS.

Supt. Geeting, in taking up the problems of the rural districts, recommends that wherever it is at all practicable, the small schools of a district should be combined into a large school as centrally located as possible. This movement would not only be in the interest of better education, but would be an economical measure. It would enable better grading and classification of pupils, so that they can work to better advantage, and more time be given to recitations. It would result in longer terms of school and the employment of better teachers at higher salaries, as well as improved discipline and training. Better school buildings then would come, with better equipment, more books and apparatus, and the whole movement would arouse and quicken public interest in the schools.

#### THE QUALIFICATIONS OF SUPERINTENDENTS.

Supt. Geeting devotes considerable space to the qualifications of superintendents. He says business men have learned that it is to their financial interest to have workmen perform their labors under the direction of experts. He says that what is thus found true in industrial enterprises is also true in school systems. There also should be an element of permanence in the term of office of the superintendent. It should be four years in length, and the superintendent should hold a state license—life or professional,—or a special license; and that he should receive the power to locate the teachers in the county, instead of the township trustees being permitted to pass around the appointments as political rewards.

#### A Demand for Polish.

BUFFALO, N. Y.—In accordance with a demand of the Polish community in this city for the teaching of Polish in some of the schools, Supt. Emerson recently sent out a letter to superintendents in fourteen cities which had large Polish populations. He asked three questions, namely:

First—Is the Polish language taught in any of the public schools of your city? If so, in how many schools, and by how many pupils is it taken?

Second—If it is not taught, has any request ever been made for such instruction?

Third—Is any foreign language taught in any of your public schools below the high school? If so, what language?

Thirteen cities answered. Every city said no to the first question. To the second, eleven answered in the negative, and two, Milwaukee and Cleveland, in the affirmative. To the third, St. Louis, Minneapolis, St. Paul, Newark, Philadelphia, Washington, Pittsburgh, and Detroit answered in the negative. Milwaukee, Chicago, Baltimore, and Cleveland offer German as an optional subject in the common schools, just as does Buffalo. Chicago offers Latin, and Boston French in the same way. Supt. Siefert, of Milwaukee, wrote that "two years ago the request was made that Polish be taught in certain of our school districts containing a large Polish population. The request was granted on condition that the parents of 250 children attending any school request it. As the parents of that number of children did not express a desire for it, nothing further has been done."

### National Educational Association.

#### PRELIMINARY ANNOUNCEMENT OF DEPARTMENT OF SUPERINTENDENCE.

The department of superintendence will hold its next meeting in Columbus, Ohio, February 21, 22, and 23, 1899. The following educators have accepted places on the program:

Dr. W. T. Harris, United States commissioner of education; Dr. T. C. Mendenhall, president Worcester Polytechnic Institute; Dr. E. E. White, Columbus, Ohio; Supt. W. H. Maxwell, New York; Supt. F. Louis Soldan, St. Louis; Supt. David K. Goss, Indianapolis; Dr. Arnold Tompkins, University of Illinois; Col. Francis W. Parker, Chicago normal school; Assistant Supt. Geo. H. Martin, Boston; Dr. Jas. E. Russell, Teachers college, New York; Supt. E. B. Prettyman, Maryland; Dr. A. E. Winship, Editor *New England Journal of Education*; Supt. W. L. Steele, Galesburg, Ill.; Supt. Sherman Williams, Glens Falls, N. Y.; Supt. Samuel Hamilton, Braddock, Pa.

A round table for state superintendents will be conducted by State Supt. John W. Abercrombie, of Alabama, and one for city superintendents by Supt. J. W. Sharkey, Van Wert, Ohio.

The National Herbart society and the Educational Press association of America have arranged to hold meetings on the same dates as the department meetings.

The teachers and citizens of Columbus will tender a reception to the members of the department on Thursday evening in the armory of the Ohio State university.

Hotel rates per day have been secured as follows:

Great Southern, \$2.00 to \$3.50; The Chittenden, \$2.50 to \$3.50; The Neil, \$2.00 to \$3.00; Park, \$1.50 and \$2.00; The Davidson, \$1.50 and \$2.00; The Corrodi, \$1.50 and \$2.00; The New American, \$1.25 and \$1.50; The Dennison, \$1.50; The Normandie, \$1.50; The Goodale, European plan, rooms, 75 cents and \$1.00; meals, 35 cents each; Smith's European hotel, rooms \$1.00, meals, 25 cents to 50 cents each.

The Great Southern hotel has been selected as headquarters.

Supt. J. A. Shawan, O. T. Corson, F. B. Pearson, members of the local committee, will take pleasure in securing rooms for any who may apply to them, or rooms can be secured by writing direct to the hotels.

The Central Passenger Association has made a rate of one and one-third fare for round trip on the certificate plan. As the other passenger associations have heretofore given this rate it is presumed that they will do so now. Information as to the action of the other passenger associations will be given in the program which will be published in a short time.

E. H. MARK, President.

J. H. VAN SICKLE, Secretary.

### Inadequate Accommodations.

WASHINGTON, D. C.—The following is from a report of the board of trades committee on primary schools, and gives an interesting view of the comparative school conditions as they exist in several of the prominent cities of the country.

"With a view to obtaining information concerning the condition of public schools in other cities in order that by comparison some conclusion might be arrived at as to what, if anything, ought to be done for the improvement of the schools of Washington, your committee addressed to the superintendents of public schools in twenty-five of the principal cities of the United States a circular letter as follows:

Dear Sir: In behalf of the Washington board of trade I beg leave to ask you:

1. Are your school buildings spacious enough to give seats to all of school age? If not, how many are excluded, and which grade suffers most?
2. Do you tax children who attend your schools from outside the city?

By taking the trouble to reply, even briefly, to these questions you will greatly oblige yours respectfully.

W. A. CROFFUT.

"These questions were by no means considered exhaustive of the subject referred to us, and they would have been somewhat extended and elaborated except for the fear that, if too long, they might receive no attention at all. Your committee has been much surprised and highly gratified at receiving answers to all

of the twenty-five letters addressed; and the superintendents have not only been prompt correspondents, but they have in several instances anticipated some questions which we desired to ask, and have so expanded their responses as to cover them.

"A majority of all the cities report that their schools are quite crowded, compelling recourse to rented buildings unsuitable for school purposes, but 'we have room enough for all children who apply,' is the report that comes from San Francisco, Portland, Ore., Omaha, Denver, Cincinnati, Louisville, Pittsburg, Providence, Boston, and New Haven. Most of these, like a majority of the rest, have some half-day schools, New York city having 26,000 in half-day schools, Brooklyn, 22,000; Philadelphia, 10,000. Of all the cities heard from Louisville alone reports '4,000 seats in excess of pupils.'

"As to the question of pupils from outside the city, they are not received at all in the schools of Philadelphia, New York, Brooklyn, and Newark, N. J. All the other cities, twenty-one in number, receive pupils from outside if they pay tuition. This tuition is quite variable in amount and character, Buffalo receiving all children from outside her limits whose parents pay annually taxes to the amount of \$100 within the city. Richmond charges tuition unless the parents pay within the city a tax amounting in value to the tuition.

### Items of Live Interest.

**CLEVELAND, OHIO.**—The commercial course of the public schools doubtless will be so extended as to make it the equal of any public school commercial course in the country. Supt. Jones, Pres. Kendall, of the board, and Prins. Harris and Johnson have inspected the commercial course of Pittsburg and received valuable suggestions, some of which doubtless will be incorporated in the Cleveland system.

**MARYLAND** will have a compulsory education law, if some of her foremost educators have their way. Prof. U. G. Palmer, of Oakland, speaking before the association of school commissioners in Baltimore recently, said: "Education is the most potent force in the land to-day for making good citizens. One-third of the criminals of this country are totally uneducated. Criminality can only be minimized by a compulsory education law. There are twenty school districts of the state in which, of my own personal knowledge, there are children almost within the shadow of the schools maintained for them, who never enter them. They grow to manhood unable to read or write. Maryland should not be backward in overcoming this great evil. Two-thirds of the states of the country have the law in some form. Twelve states have had it for twenty-five years. We should have it."

**YORK, PA.**—Prin. A. W. Moore, one of York's oldest and most efficient teachers, died December 6, of heart failure. He was fifty-eight years of age.

**CHARLESTON, ILL.**—The Central school building was destroyed by fire December 26. About 400 pupils are thus thrown out of school. The loss was \$40,000.

**CHICAGO, ILL.**—The work of the educational commission which was appointed by Mayor Harrison to make investigations with the object of recommending to the board of education improvements in the school system, is done. The results are to be presented to the mayor shortly in a book of 300 pages, which is now being put into type.

On a tract of land in Cambria county, Pennsylvania, which covers several coal mines, J. C. Martin the owner has had seven public school buildings erected. Hundreds of the miners' children attend these schools, receiving the same education as those living in the town in other parts of the state. Twenty years ago this land was a barren waste.

**PHILADELPHIA, PA.**—A new course in geography is being prepared by Supt. Brooks and his assistants which will be submitted to the board of education at the January meeting. Under the new arrangement the study is better systematized and is more up to date. Many unimportant details will be omitted and in their place more practical information given. Both physical and mathematical geography will be introduced in the more advanced grades and the whole course will tend to the production of a greater interest in the study.

#### Less Ministers of the Gospel.

Prof. Schwab, of Yale university, has been compiling statistics as to the occupations of Yale graduates. Since 1834, he shows, that there has been a reduction in the number entering the ministry of from thirty-four to seven per cent.; in medicine, from fifteen to eight per cent.; and an increase in those entering law, from thirty-two to thirty-five per cent.; while in those entering business life, the increase has been from four to thirty-one per cent.

#### A Patriotic Souvenir.

**NEW BEDFORD, MASS.**—The Fifth street grammar school has issued a handsome souvenir of its American flags. The school has had eight flags since its founding in 1860. The first one was raised in 1861, during the stirring days of the beginning of the Civil war. It was hoisted after every Union victory, and by the end of the war it was torn to tatters. On the Fourth of July, 1865, the second flag was raised to commemorate the return of peace with victory. Since then, flags have been pur-

chased as they were needed, and have always been displayed on public occasions, birthdays of notable people, important anniversaries, and the like. The school claims to be the first public school in the country to raise an American flag upon its building and make it a permanent feature of its administration.

This eight page souvenir has a large American flag in colors on its cover. The history of the flags was written by Prin. Allen F. Wood, who is to be congratulated upon the preparation of so effective a means of teaching his pupils respect and love for their school and the flag.

#### General Raise of Salaries.

**CAMBRIDGE, MASS.**—At a recent meeting of the Cambridge school board, it was voted that teachers in the grammar, primary, and kindergarten grades receive a substantial increase in salary. The schedule includes the following: Beginning with January 1, masters' assistants, \$800 the first year, and \$900 each succeeding year; teachers of the ninth grade grammar, and principals of primary schools, \$700 the first year, and \$750 each succeeding year; teachers in grammar, primary schools and kindergartens who have received the maximum of \$620 for one year or more, \$700 a year.

The following shall be the scale of salaries after March 1, 1899: Teachers in grammar and primary schools and principals in the kindergartens, \$450 the first year, \$500 the second, \$550 the third, \$600 the fourth, \$650 the fifth, \$700 the sixth and each succeeding year, which shall be the maximum, except that the salary of a teacher who has served at least one year may, by vote of the board, on the written recommendation of the superintendent of schools and five members of the committee on examination of teachers, be increased to \$750 per year. Assistants in the kindergartens, \$450 the first year, \$500 the second, \$550 the third, \$600 the fourth and each succeeding year.

#### Teachers' Lecture Course in New Haven.

**NEW HAVEN, CONN.**—The first lecture in the teachers' course was given December 16, by Dr. E. E. White, of Columbus, Ohio. His subject was "Oral Instruction and Book Study." The next lecture will be given January 9, by Supt. Balliet, of Springfield, Mass., on "Habit and Education." Other speakers during the winter will be Pres. Andrew S. Draper, of the University of Illinois, on "The Spirit of the Teacher," or on "Schools and Citizenship;" Dr. A. E. Winship, on "A Study in Education;" Dr. Frank McMurphy of the Teachers college, New York, on "Recent Changes in the Instruction of the Common Schools," and Dr. B. A. Hinsdale of the University of Michigan.

#### Admiral Dewey's Thanks.

**ROCHESTER, N. Y.**—The pupils of the Washington school planted an oak just after the battle of Manila bay, and named it the "Dewey oak," notifying Admiral Dewey of their action. Prin. S. P. Moulthrop, of the school, has received from the admiral the following letter:

I beg to acknowledge the receipt of your letter of May 6, informing me that the teachers and pupils of Washington Grammar School No. 26 have planted and dedicated to me an oak, a grandson of the Charter Oak. Kindly convey to the teachers and pupils of the school my most sincere thanks for the compliment, which I appreciate highly. Believe me, yours very sincerely,  
GEORGE DEWEY.

#### Dr. Charles B. Goff.

Charles Bradford Goff, Ph.D., an eminent classical teacher, died, in Providence, R. I., of pneumonia, December 1, 1898. Dr. Goff had been a teacher for over forty years. He had prepared more than five hundred boys for college, and had, during his life time, about five thousand pupils under his instruction. He was graduated, as valedictorian, from Brown university in 1856, and he taught one year as principal of the preparatory department of Union college, Schenectady. He was for several years principal of the Fall River, Mass., high school. In 1864 he joined his former college mate, William A. Mowry, as principal of the classical department of a new private school which Mr. Mowry had lately founded in Providence, called "The English and Classical School." Of this large and prosperous school he was principal for nearly thirty-five years and for almost fifteen years he was the senior principal.

As a teacher Dr. Goff was eminently successful. His character was such that he always exerted a marked influence for good over his pupils. He had, in an eminent degree, the three great qualities for which Dr. Thomas Arnold always looked in a teacher: first, character; second, tact; and thirdly scholarship. The Providence Journal, on the day of his death, said of him: "The city loses a most popular educator and citizen, while hundreds of graduates and pupils lose a friend." The Journal further says: "Since its establishment the school has enjoyed a large patronage and many of the most prominent men of the city received their early education there. As one prominent lawyer remarked this morning: 'I went to school and was instructed by Mr. Goff, and I had hoped that my boy, who is now at the school, would have the same privilege.'" The school is a large one, having now one hundred and fifty pupils, and is left in charge of Mr. Howard M. Rice, and a score of able instructors.

Dr. Goff was a member of the Phi Beta Kappa society, and was a trustee of Brown university. His degree of Ph.D. was given him by his Alma Mater. WILLIAM A. MOWRY.

## New York City.

The central board, at its meeting last Wednesday, referred to the committee on school system the names of seven teachers who had applied for retirement. Their terms of service range from fifty-three to thirty years.

### New Grade of Permanent Substitutes.

The following resolution, doubtless inspired by Supt. Maxwell, was passed, providing for a new grade of permanent substitutes:

"The city superintendent of schools is authorized to license as substitute teachers in elementary schools teachers who hold state uniform certificates, and such other persons over eighteen years of age who pass the necessary tests of character, scholarship, and fitness. Such substitute teachers may be employed under the authority of any borough school board to teach classes in elementary schools in the absence of the regularly appointed teachers when teachers holding the kinds and grades of licenses heretofore required by the minimum requirements of the board of education cannot be obtained. Such substitute teachers, however, shall not be appointed as regular teachers, and shall not be counted in the enumeration of qualified teachers on which the distribution of the state school fund is made, and on which the general fund of the department of education of the city of New York is divided. The licenses herein described shall be known as substitute teachers' licenses, and shall be issued for a period not to exceed six months, but may be renewed by the city superintendent for a like period on the presentation of evidence of satisfactory service."

The step thus taken is so important that the matter will be submitted to State Supt. Skinner for his sanction.

### School Library By-Laws.

The board adopted some new library by-laws, in spite of opposition from the Brooklyn members. They provide that books in school libraries must be selected from a list prepared by the city superintendent, subject to the approval of the board. Ten per cent. of the library fund must be used for secondary schools, and ninety per cent. for elementary schools. The complete control of the school libraries is given to the city superintendent, in accordance with a decision of State Supt. Skinner.

### Minor Matters.

Steps will be taken to secure representation for the city schools at the Paris exposition.

John Beverly Robinson was appointed deputy superintendent of school buildings for Manhattan, at a salary of \$3,500; and Samuel R. Brick for Richmond, salary \$2,000.

### Responsibility Transferred.

Mayor Van Wyck sent a letter on Tuesday to every school commissioner in the five boroughs. He calls attention to the imperative duty of erecting sufficient school buildings to accommodate every child in the city; mentions the fact that the board of estimate has apportioned \$7,673,640 for this purpose, and states that a failure to supply pupils with accommodations next fall "will be strong evidence of neglect on the part of those charged with the administration of school affairs."

### The Ahern Bill Again.

Senator John F. Ahern introduced at Albany on Wednesday the Ahern bill for raising the salaries of New York city teachers. This bill passed the legislature and was approved by Mayor Van Wyck last year, but was vetoed by the governor.

### The Prang Art Classes for 1899.

The tenth term of the Prang normal art classes opens January 7, under the direction of Miss Elisa A. Sargent. The work of the spring term will include two conferences, on January 7 and April 29, and fifteen sessions of class instruction, beginning January 14. Six classes will be formed for the spring work; a class in methods of art instruction for the primary grades, a class in pictorial drawing, including light and shade and color, and composition in landscape; a class in figure and illustrative drawing with use of blackboard; a class in water color for primary and grammar grades; a class in mechanical drawing, and a class in historic ornament and elementary design with color.

### Manhattan-Bronx.

Mayor Van Wyck announced on Monday the following appointments to the borough board: George M. Van Hoesen, Thaddeus Moriarty, Morris J. Sterne, George Livingston, Dr. Waldo H. Richardson, Edward F. Farrell, and John B. Harrison. The first two were recently appointed to fill out unexpired terms, and are now reappointed for three years. Of the others, Messrs. Livingston, Sterne, and Richardson have held similar positions in New York city. Mr. Farrell was recommended by the Central Labor Union.

### Borough Board Meeting.

Mr. Anderson has introduced the following resolutions which were passed:

*Resolved*, That it is inexpedient to take any action whatever increasing the salaries of any members of the teaching staff of this board, and that the committee on by-laws and legislation have leave to withdraw so much of their report appearing on pages 1408-14 of the journal as recommends such increases.

*Resolved*, That it is inexpedient at present to adopt the amendments of the salary schedule recommended in the communication

of three members of this board, appearing on pages 1474-78 of the journal, and that the said members of the board have leave to withdraw so much of their communication as recommends such amendments.

*Resolved*, That the subject of a request to be addressed to the board of education to amend the resolutions adopted July 11, 1898, authorizing the city superintendent of schools to grant licenses without examination to certain teachers in the boroughs of Manhattan and the Bronx, be referred to the board of education for such action as to that board may seem proper.

In addition to this refusal to consider any more schemes for the raising of salaries, the board passed a resolution increasing the salaries of fourteen-year teachers, and also those of one year's service from \$504 to \$576 and from \$573 to \$576. These teachers were all mentioned by name in the resolutions.

### Mr. Tomlins' Classes for Teachers.

Mr. William L. Tomlins will begin on January 17, a course of ten lessons in music, to be held on successive Tuesday afternoons at four o'clock, in Lyceum hall, 209 East Forty-second street, near Third avenue. The program of class work will include the essentials of music sight reading, the cultivation of song spirit, the development of pure singing voice, the details of simple vocalization, and the interpretation of song.

The terms for the course are: Free to all members of the New York Teachers' Association, \$1.00 to teachers of industrial schools, and \$5.00 to all others.

Mr. Tomlins is perhaps the most famous choral director in the world, and his inspirational power is remarkable. Teachers who can possibly attend this course should not fail to do so, for the benefit received will be not only for themselves but for their schools.

### The Board's First Annual Report.

In accordance with the provisions of the charter, Pres. Hubbell, of the board, submitted on Monday the first annual report of the schools to Mayor Van Wyck. The report deals largely with school buildings and sites, and the needs of the schools.

After enumerating a number of sites in Manhattan in possession of the board, the report shows that the schools erected on them will accommodate 34,700 pupils, with space sufficient to provide ninety-four rooms to be used for kindergarten, gymnasium, clay modeling, cooking, and workshops. About a dozen leased buildings could then be abandoned, thus reducing the annual appropriation for rent by about \$40,000 a year.

The amount spent during the year by the department was \$16,028,801.54, \$6,959,400, of this was for regular day teachers, and \$6,425,273.84 for sites and buildings. Thirty-nine buildings with a seating capacity of 50,000 pupils, are in process of construction.

### Mr. Moriarty on the Three R's.

Mr. Thaddeus Moriarty, one of the new commissioners appointed by the mayor, has been talking to the reporter of a local paper about the school system. His sentiments sound very similar to those uttered by the mayor soon after he assumed office. "It is an established fact," Mr. Moriarty is reported to have said, "that ninety to ninety-five per cent. of the boys in the public schools finish their schooling and leave school between their twelfth and fourteenth birthdays to go to work. They would leave sooner if the law permitted. Their help is needed in earning a living for the family."

"Is it not, then, our plain duty to build a firm foundation of education in the prime necessities of the battle of life during the few years these boys have at school?"

"These foundation principles are reading, writing, and arithmetic. The English language at American institutions, with a training in figures, forms the best foundation for these boys who must quit school and go to work. When we go outside of this in their first year, to give them ten minutes a day to the study of any ornamental thing like botany, or an accomplishment, like clay modeling and the like, we are derelict in our duty; we are not manifesting that common sense which should govern in laying out the course of study, and, worst of all, we are robbing the boy of a part of the priceless time allowed to him for building the foundation of the education which is to help him in the struggle of life. Let us drop the fads and return to the practical education of these boys from the tenements."

### Brooklyn.

Charles C. Wise, of 648 Marcy avenue, has been appointed by Mayor Van Wyck to succeed Supt. A. S. Higgins as school commissioner.

### Mr. Maxwell Succeeds Mr. Kelly.

Mr. Henry W. Maxwell, chairman of the finance committee of the borough board was on Friday appointed by Pres. Hubbell to the same position in the central board, to succeed Hugh Kelly, resigned. This is one of the most important positions in the board, and Mr. Maxwell's faithful and earnest work for the schools has made the honor a peculiarly fitting one.

### Richmond.

Supt. Hubbard R. Yetman, of the borough of Richmond, has lost his mother and a sister by death within two weeks. His mother was seventy years of age and his sister thirty-four. Miss Yetman contracted a severe cold while nursing her mother. The cold rapidly developed into pneumonia, causing her death.

## Educational Progress in New York City.

(From the farewell address of Pres. Charles Bulkley Hubbell to the board of education of the boroughs of Manhattan and the Bronx, December 21, 1898.)

When I first had the honor of entering upon the service in which I have been engaged for the last nine years, there were in the city of New York, as then constituted, 129 school buildings in which 3,473 teachers and principals were employed. The interests of the teachers and the children in these schools were administered by twenty-four separate local boards of trustees and a board of education consisting of twenty-one commissioners. There was a superintendent and seven assistant superintendents. The tendency to centralization in the administration of school affairs resulted in the discontinuance of these boards of trustees and the administration of all school interests by a single board of education, the detail of whose work, both scholastic and physical, has continued to be performed by salaried experts. At the present time in the boroughs of Manhattan and the Bronx there are 175 completed school-houses in which 5,396 teachers and principals are employed.

During the nine years of my connection with this board, sixty-one school buildings and eighty-three annexes and additions have been completed, which have provided sittings for 98,714 children. These additional school accommodations have cost the city of New York \$19,943,713, while teachers' salaries and the requirements of administration have cost \$48,249,539. In other words, the construction of school buildings and administration of the public schools of what was the old city of New York, have for the past nine years cost our taxpayers \$68,193,252, and constituted the best investment, as all will admit, that the city has made. The development of scholastic architecture had its beginning in this period and the new school-houses of New York are the acknowledged models for the world, thanks to the tireless efforts of our efficient superintendent of buildings and the self-sacrificing chairman of the building committee, whose services entitle them to unreserved praise. During the same period, 148 new school sites have been acquired, fifty-seven of these during the past two years.

Roof play-grounds, one of the greatest boons to the children living in the most thickly populated sections of the city have in the last few years been provided for five public schools. These play-grounds are so constructed as to secure all the benefits of pure air and out-door exercise with all the appliances for the prevention of accidents.

### New Departures.

First in importance among the achievements of this board, must be recorded the establishment of three high schools, the first of their kind in this city, which have been equipped in the most efficient manner that was possible when the limitations apparent in old school buildings not appropriate for the installation of that grade of instruction are considered.

The importance of the establishment of a training school for teachers during the present year, cannot be over-estimated. The requirements of our system for teachers every year were so great as to make the establishment of such an institution most necessary. During this same period of two years, manual training has been introduced in all the schools.

Vacation and recreation schools were established two years ago, first upon an experimental basis, and last year, as I venture to claim, extended under a policy of expansion that has demonstrated their great usefulness in a metropolis like ours, in a way that will make them a permanent and important part of our school system. The report of Dr. Stewart, the efficient superintendent charged with the supervision of that work, shows that the number of juvenile delinquents has materially decreased, as shown by the police reports, and the solution of the question as to what we may be able to do for the children in the crowded districts of the city during the hot summer, seems to be in process of satisfactory solution.

There are now fifty kindergartens in the boroughs of Manhattan and the Bronx; nine years ago there was not a single one. Thirty-six have been opened during the last two years, and it is my earnest hope that the policy of their extension may continue until every public school in the city of New York is equipped with this most valuable institution.

Nineteen gymnasias have been established in our public schools since I became a member of this board, and the recognition of the importance of physical culture has become well established. I am of the opinion that there should be enlarged supervision of this work, in order that the greatest benefits may be derived.

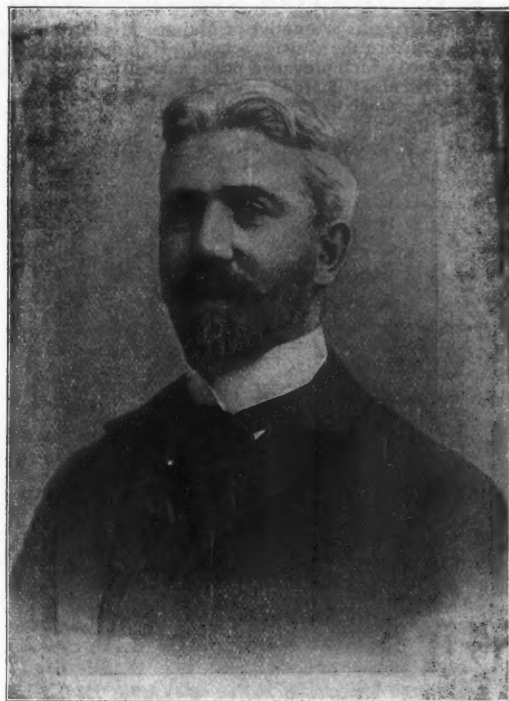
### The Results of Medical Inspection.

Less than two years ago, the late lamented Col. Waring, Pres. Wilson, of the board of health, and Commissioner Fowler and some of their experts, did me the honor to discuss with me a plan for the inspection of school children with a view of detecting the presence of contagious diseases. During the first year after the establishment of this system there was a most substantial reduction in the death rate of the city. A board of physicians has been created by the board of education, for the purpose of examining applicants for teachers' positions, and certifying as to their physical health as a condition precedent to their appointment. May I be pardoned if I express the hope that in the not distant future, you will provide a system of ex-

amination of our school children, with a view to detecting defects of hearing and vision, as well as any physical disability, the early ascertainment of which may be the means of securing to the state a good citizen, who might otherwise be doomed to a life where infirmities and physical defects decrease the value to the commonwealth of those so afflicted.

May I venture also to include in the record of your achievements, the establishment of a truant school, where special treatment and instruction is given to those abounding youth whose only offence is a tendency to too constant indulgence in the game of "hookey." The results of the establishment of this institution have been justified ten-fold, and I have no doubt that many children who would have been condemned to institutions where youthful criminals are sometimes detained, have been preserved uncontaminated for lives of usefulness in the community.

The record of this board would be incomplete if I did not mention the establishment of a system of school libraries, and



Pres. Charles Bulkley Hubbell, whose nine years' term of service in the New York city board of education expired December 31.

a plan for their circulation, which has been in part carried into effect, so that now it is scarcely possible for a child to pass thru our public schools, without having at least, an elementary knowledge of English literature and with a great probability of forming a taste for the reading of good books. One million one hundred thousand volumes were circulated by this means last year.

Not least among the indications of progress, and the recognition of what ought to be done for the benefit of those less favored than the majority, is the establishment of ungraded classes for the instruction of deficient children, who in my opinion should receive most careful consideration. The establishment of such classes in every school district in the city, will doubtless follow the inauguration of this most beneficent measure. The presence of an abnormal child in any regular grade is a two-fold evil; first, because such child is unable to receive the special drill and attention that should be given, and in the next place, because the presence of such child acts as an obstacle to the progress of the normal children of the class.

### The People's Institute.

Last, but not least, I would refer to the magnificent results which have accompanied the development of the public lecture course of the system, which, if I mistake not, was inaugurated the first year that I had the honor of coming into the service of this department, but in which, however, I claim no credit for myself. From a modest beginning, where in the first year it included in its benefits not to exceed twenty thousand people, last year it almost assumed the dignity of a university extension scheme, and included in the audiences assembled upwards of half a million of people. The man who can justly claim most of the credit that accompanies these results, happily is still in the employ of this board, and I trust will realize his own ambitious hope with reference to its development.

In addition to all this, I think it is no offence to anyone, to claim that the efficiency of our teachers has greatly increased and will continue to increase under the stimulus that the new schedule of salaries provided in connection with the self-im-

provement made necessary to realize the benefits of the merit system, unhappily suspended in its operation for the moment, will furnish. The failure of the board of estimate and apportionment to provide the funds necessary to make the new salary schedule operative, has brought the greatest calamity to the system that it has suffered in recent years. The disappointment of the teachers, natural under the circumstances, has created a feeling of unrest that I hope may soon pass away. The work of weeks and months of weary toil on the part of the members of the board has gone for naught, at least so far as the immediate future is concerned. It is a matter of congratulation, however, that influence, political or social, no longer counts in the matter of preferment, and that the humblest teacher can reasonably aspire to the highest rewards known to our system, if such teacher has but good health and continuing ambition.

### Brooklyn's New Superintendents.

Mr. A. S. Higgins is a native of Maine. His introduction to teaching was thru the district school. Here he taught for the modest reward which prevailed in the early fifties, of ten dollars a month. He also "boarded around."

Mr. Higgins came to Huntington, L. I., in the fall of 1854. He



A. S. Higgins.

has been a resident of New York state ever since, except for a period of one year, when he had charge of the largest grammar school in Portland, Maine. While at Huntington, Mr. Higgins suggested an act of the legislature to consolidate the three districts of the village and authorizing the erection of a union school house. This was accomplished and the school remains the foremost educational institution of Suffolk county.

While at Portland, Maine, in 1865 Mr. Higgins was appointed principal of P. S. No. 29, Brooklyn. Twenty-nine was then the number of schools in the city where now there are more than 130. It was in the fall of 1865 that No. 29 was opened as a full grammar school. Here Mr. Higgins remained for eight years, when he was appointed principal of P. S. No. 9 in the same city. Here he continued for twelve years more. He introduced several novelties into his modes of instruction, nearly all of which remain in practice to this day.

In 1885 he left teaching to take charge of the advertising department of a large wholesale house in New York. Tho he had changed his occupation, he never lost his interest in children or schools. About seven years ago he was appointed a member of the board of education of Brooklyn, by Mayor Boody of that city. As a member of the board, he was punctual in the performance of his duties, never missing a session of the board and seldom one of the committees, until this fall, when an injury confined him to the house for some time.

Mr. Higgins was an earnest advocate of the act for the retirement of teachers. He was made chairman of a committee to secure the passage of the law, and in 1896, it went into effect.

Mr. Higgins is a man of ideas and he is thoroly progressive. He is quite at home in educational affairs, and is eminently fitted to do good work in the position which he now occupies.

#### John H. Haaren.

Mr. Haaren was born in New York city, August 13, 1855. He attended parochial schools, and also schools No. 49 and 27, Manhattan borough. From the latter he entered the grammar course of St. Francis Xavier's college, New York, entering upon the regular college work in 1874. He was graduated with the degree of A. B., later receiving the degree of A. M. in course. He took the post-graduate course of two years at Columbia university, studying pedagogy under Prof. Butler.

On his graduation from college, he began work as teacher in the school of the Immaculate Conception, being placed in charge of the highest class and also acting as principal of the five higher classes of boys. During this time he taught in the evening schools of the city. On the retirement of Dr. Leipziger from the position of second assistant in grammar school No. 16, Mr. Haaren was appointed to succeed him and he remained here until he was asked to organize the grammar school in the newly annexed 26th ward, Brooklyn. After a service in this position of a little more than a year, during which he conducted a grammar school of fifteen grades with nine teachers and over five hundred pupils, Mr. Haaren was transferred to the principalship of grammar school No. 10, on the election to the associate superintendency of the late Christopher P. Cunningham. No. 10 was then, as it is now, one of the largest and most prominent schools of Brooklyn. Mr. Haaren leaves it with an organization of eighty-three teachers and nearly four thousand pupils.

Mr. Haaren has been prominent in all matters affecting the progress of education since his arrival in the Brooklyn system. He has been chairman of important committees, has spoken and written frequently on matters of professional interest, including methods of teaching as well as school policy. For several years he was called upon to conduct classes organized to assist teachers in fitting themselves for higher certificates. He has been president of the principals' association, and is now president of the teachers' association. For many years he has been identified with the state teachers' association, and is now one of its vice-presidents.

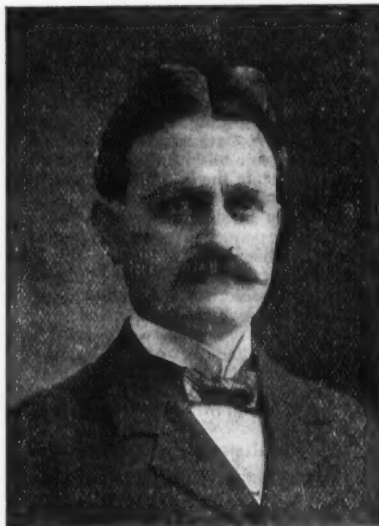
Mr. Haaren's experience is such that it fulfils every one of the requirements laid down in the charter for election to the superintendency, altho one group of requirements is all that is necessary. He is the author of text-books in reading, penmanship, music, and history, as well as the writer of many articles on literary, historical, biographical, and pedagogical subjects. He is one of the founders of the Catholic Summer School of America, at Plattsburg, where he has delivered lectures.

He is one of the vice-presidents of the Schoolmaster's Club, is president of the Roelantsen Club, secretary of the Noctes Ambrosianae—all organizations of schoolmasters—and he is also a member of the Columbian and Municipal Clubs, and the Catholic Historical Society of Brooklyn.

#### Edward B. Shallow.

Associate Supt. Edward B. Shallow, was born in Hamilton, N. Y., and at the age of eighteen began his career as a teacher in a country school. He entered Colgate university two years later, and was graduated in 1888. Soon after his graduation, he took charge of a grammar school in East Orange, N. J. His work was successful, and in a year he became principal of the Rahway high school. His nearly four years of work here attracted favorable notice outside, and in 1893, he was made principal of No. 71 in Brooklyn. When Dr. Walter B. Gunnison was made principal of Erasmus Hall high school, Mr. Shallow succeeded him as principal of No. 19. The latter school is considered one of the best in the borough. From this position Mr. Shallow was called to be associate superintendent of the borough schools.

During his busy career as a teacher and principal, Mr. Shallow has found time to complete a course for the master's degree



Edward B. Shallow.

at Colgate, to study law and be admitted to the bar, and to become proficient in both German and French. When the School of Pedagogy of New York university was started, he was one of the first to enter on a course of study there. Mr. Shallow is yet a young man, but he possesses great energy and determination. His present high position has come to him purely as a reward for his own efforts to advance in efficiency and power.

## School Law.

### Recent Decisions of Importance.

Another interesting case covering the power of the old board to contract must be added to those mentioned last month. In school district No. 122 of the state of Washington, a teacher was engaged by the board for a term of nine months. Before the term commenced, new members succeeded to the board, and tried to annul the contract. The teacher offered her services, but they were refused, and the board hired another teacher. The former teacher sued the board for damages, and recovered, in the supreme court, the amount stipulated in the contract, minus \$123, the sum she had earned elsewhere during the term covered by the contract. In the course of its decision, the court gave the following opinions:

1. School directors have power to hire a teacher for the ensuing year, tho there will be a change in the membership of the board before the term begins.

2. School directors have no power to annul a contract made by them with a legally qualified teacher to teach for an ensuing year, even tho their act in making the contract was ill-advised, and tho after it was made, a number of citizens objected to the teacher on the ground of incompetency.

3. One denying the validity of the acts of certain school directors at a certain meeting on the ground that an absent member was not notified of the meeting, must prove that such meeting was not a regular one. (*Splaine vs. school district No. 122, Washington, S. C., Oct. 15, 1898.*)

#### State Board Cannot Increase Legislative Requirements.

An action was brought to compel the county superintendent to issue to plaintiff a license to teach in the common schools of Newton county, Ind. The plaintiff had appeared before the county superintendent to take the regular teachers' examination. The questions prepared by the state board of education were submitted to all applicants and included orthography, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, scientific temperance and theory and practice of school government. The plaintiff passed by a safe percentage in all the branches enumerated. The studies named are authorized by an act of the legislature, but the state board of education on its own motion included Guizot's *History of Civilization* and directed the county superintendents to require applicants to pass in this branch before a license would be issued. In this branch the plaintiff failed to pass and defendant refused to issue him a license. The matter was submitted to the court on an agreed state of facts, and the court held that the state board had no authority or right to add to the list of subjects for examination provided by statute for persons applying for teachers licenses. The defendant was directed to issue the license.

(*Stinson vs. Pfrimmer, superintendent of Newton county, Ind., C. C., Oct. 15, 1898.*)

#### A Peculiar Libel Suit.

James R. Henry was treasurer of the school board at Gosport, Ind., and Miss Mary Moberly was one of the teachers. When she came to settle with the school board and receive her money at the end of the school term she offered some objections to the amount of money she received, her salary having been less than that of the other teachers. On account of what she said and did, Mr. Henry objected to employing her as a teacher the next year, and at the request of the other members of the board put his objections in writing. He read his protest at a board meeting when only the three trustees were present. The objections were overruled by the other trustees, who employed Miss Moberly to teach the following winter. Mr. Henry took the paper he had read to his office and locked it in his safe without showing it to any one. But Miss Moberly heard of its contents and sued him for libel, alleging that the paper "charged that she had wilfully and corruptly lied concerning the amount of money due her, and that she was a liar." She claimed that this charge had damaged her reputation as a school teacher.

The cause was three times tried, Miss Moberly recovering a verdict for a large amount in each trial, but on appeal the verdict was repeatedly reversed. On the appeal in question, the court held that the protest was a privileged communication, for which the plaintiff cannot recover without proving that Mr. Henry was actuated by malice in making it, and because no malice was proved, the judgment must be reversed. Further, that, as the trustees who alone heard the protest read employed her as a teacher, she was not damaged thereby.

(*Henry vs. Moberly, Ind., App. C. Oct. 6, 1898.*)

*Note.*—The court intimated that the jury ought not to have found facts on the single testimony of Miss Moberly when Mr. Henry and a disinterested witness swore that the opposite was true.

#### Village Trustees and School Board Identical.

1. In an action to determine which of the several sets of trustees were the lawful trustees and to enjoin a newly set of trustees from exercising or attempting to exercise any of the duties or powers of the office of trustees of a school district, and to determine the eligibility of women to any office relating to the management of schools, the court held:

1. In the absence of any contrary showing, the fact that the trustees of the village of Reads have for thirty years always acted as, and performed the duties of, a school board, under special laws of 1868, chapter 34, entitled "An act to incorporate the village of Reads," at least raises a presumption that the trustees had duly accepted the provisions of the act relating to the common schools of the village.

2. General Statutes of 1894, section 3,665, giving women the right to vote at school elections, and making them eligible to any office pertaining solely to the management of schools, did not repeal the provision of the special act incorporating the village which provided that the trustees of the village should be trustees of the special school district contained in the village. Hence, the injunction against the newly elected trustees was affirmed.

(*Trautman et al. vs. McLoud et al, Minn., S. C., Oct. 31, 1898.*)

#### Using the School-House as a Church.

In an action against the members of a district school board for a writ to compel them to allow those who brought the action the use of the school-house in which to hold religious meetings, on appeal, the court held: That the action of the voters of a school district at a meeting properly called and held, in voting not to allow certain persons the use of the school-house for the purpose of holding religious meetings, is regular, and authorized by the law of this state.

(*Eckhart et al. vs. Darby et al., Mich., S. C., Sept. 20, 1898.*)

#### Taxation for Insurance Purposes.

The law of Oklahoma provides that the county superintendent shall insure school-houses; that he shall cause each school-house, and the furniture and fixtures therein, located in his county, to be appraised at the actual cash value thereof, and show the aggregate value of them all; that an assessment of 5 per cent. of the appraised value of each school-house shall be retained by the county treasurer out of the territorial school fund and kept as a school-house insurance fund out of which shall be paid all damages for loss of school-houses, etc., caused by storms or fire. The constitutionality of the law was questioned, and the court, on appeal, held:

1. That the legislature of this territory has complete authority over the territorial school fund, provided it be used for purposes advancing the interests of the schools and school system; and this authority includes the power to appropriate such portion of the territorial school fund as the legislature may direct to the establishment of an insurance school fund such as provided in chapter 17 of the session laws of 1897.

2. That sections 1 and 2 of the above law are intended solely for the purpose of making an appraisal which shall furnish a basis for the assessment, and constitute a general school-insurance fund; and the fact that such a method has been provided for, and such appraisal and assessment made, does not reflect upon, or throw any doubt upon the provisions of the law which are exclusively intended to provide a method by which losses by fire or storm shall be proven and adjusted in case of fire. The jurisdiction of the probate judge to determine the matter, is not affected or limited in any way by the amount of the appraisal, ascertained under sections 1 and 2 of the law.

(*School district No. 5, etc., vs. Hopkins. Oklahoma, S. C., July 30, 1898.*)

*Note.*—The novel question of taxation for insurance purposes has been recently advocated by state, county, and township authorities, and it appears that the young and progressive territory of Oklahoma is the first to give it a trial in providing for an insurance fund to pay for school-houses and furniture destroyed by storm or fire.

#### District Collectors Must Affix Stamps.

State Supt. Skinner, of New York, has sent to school officers in the state a communication stating that a recent decision of the treasury department holds that it is the duty of school district collectors to affix to the official bonds given by them, as collectors, a fifty-cent United States revenue stamp, and properly cancel the same

## Our School Book Makers.

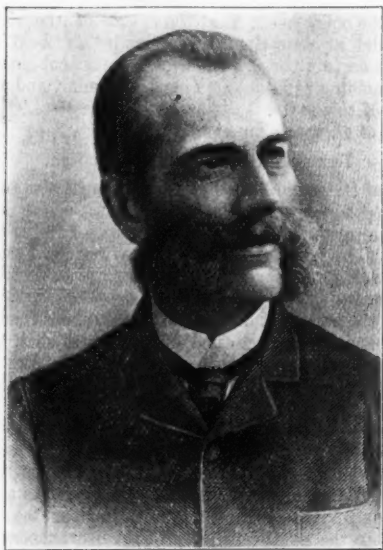
### Elroy M. Avery.

Elroy McKendree Avery, Ph.D., LL.D., the author of the well known series of science text-books, was born at Erie, Mich., July 14, 1844. His early education was obtained in Monroe, Chicago's sister city. He spent his spare moments as a newspaper boy. The papers he sold evidently aroused his ambition, for during these years he began to write. He prepared an argument for the connection of Monroe with Chicago by a ship canal. The usual methods of disposing of manuscript did not appeal to him, so one night he surreptitiously slipped his article under the door of the *Commercial* office. The paper broke the general rule against anonymous communications and published the article.

When the war broke out, young Avery enlisted in the army, and was promoted on the field of Saltville for gallantry in action. He made the war financially profitable to him by acting as correspondent for the Detroit *Daily Tribune* during his term of service.

After the war, he entered the University of Michigan, from which he was graduated in 1871. He continued to correspond for the *Tribune* while in college, and also acted as city editor of the *Ann Arbor Courier*, a weekly paper. In his senior year, he became a member of the editorial staff of the *Tribune*.

Mr. Avery began his school teaching at the age of sixteen, and was four months principal of the Battle Creek high school, where he earned the money to complete his college course; Miss



Elroy M. Avery.

Catherine Hitchcock, a member of a distinguished family, succeeded Mr. Avery as principal of the high school. At the end of his junior year, Mr. Avery showed his approval of the trustees' choice by marrying Miss Tilden.

In August, 1871, he became superintendent of schools at East Cleveland, Ohio, now the fashionable residence portion of the city. He was subsequently made principal of the East high school, and later, principal of the normal school. Mrs. Avery was his first assistant. The two gave much of their time to county and city institute work, only stopping when the demands became too great.

In 1876, Burrows Brothers, of Cleveland, published Avery's *Elements of Physics*. The high schools of the city immediately adopted the book. Two years later, the *Elements of Natural Philosophy* was published. In 1881, came the *Elements of Chemistry*, and then the *First Principles of Natural Philosophy, Modern Electricity and Magnetism, The Complete Chemistry, The Teacher's Hand-Book, Physical Technics, School Physics, Elementary Physics, and First Lessons in Physical Science*. Besides the text-books enumerated, he has written a number of civic, historical, and biographical sketches.

Dr. Avery entered the scientific lecture field in 1880, with a discussion of "The Electric Light." He was successful at once, and he organized a host of electric lighting companies as an outcome of his lectures. One of these was the Brush Electric Com-

pany, in whose service Dr. Avery did some of his most brilliant argumentative work. The same year, 1880, he received the degree of doctor of philosophy, and in 1894 he was made a doctor of laws.

Dr. Avery is a member of the Grand Army; a Knight Templar, a thirty-second degree Mason; supreme president of the Home and Benefit Union; president of the Western Reserve Society of the Sons of the American Revolution; a life member of the American Economic Association, the Ohio Archeological and Historical Society and the Western Reserve Historical Society; a member of the American Historical Association; a fellow of the American Association for the Advancement of Science, and a member of several political organizations. In 1893, he was elected to the Ohio senate by a plurality of nearly nine thousand. Dr. Avery has always been a popular man, as his political successes, which were gained for him mostly by his friends, show. While his chief activities have been in the line of science, he has of late devoted himself largely to researches in American history.

### Retirement of Mr. Leach.

It was a surprise to the publishing interests to learn that the well-known firm of Leach, Shewell and Sanborn was to be dissolved. Orlando Leach has been closely and prominently associated with the educational world for a long season, and it is but fitting that a more than passing reference to his retirement from the field should be given. He was born in Avon, Mass., was graduated from Yale college in 1860, and having a special fondness for literary and educational work, became in 1866 associated with the old and well-known house of Robert S. Davis and Company, whose reputation was world-wide as the publishers of the noted Greenleaf's series of mathematics. He became largely instrumental in the distribution of these books, and by his straightforward methods and uniformly courteous demeanor contributed largely to the success that was attained.



Orlando Leach.

After the dissolution of this firm in 1883 Mr. Leach associated himself with Thomas R. Shewell and Benjamin H. Sanborn in the formation of the firm of Leach, Shewell and Sanborn, to the building up of which he devoted all his energies; and having a large experience and the co-operation of his associates he was able in a very limited time to place his firm in the foremost rank. Mr. Leach's close touch with the educational world and thoro knowledge of its wants enabled him to discriminate so correctly as to the merits of educational works that the imprint of his house became recognized as a guarantee of superiority. Among their publications are the Wells' and Greenleaf's series of mathematics, Southworth's arithmetics, Southworth and

Goddard's *Language and Grammar*, Tilden's *Commercial Geography*, Gilbert's *School Studies in Words*, Brands' physiologies, etc.

The dissolution of the firm necessitated new arrangements for the continuance of the business. Thomas R. Shewell and Company continue the publication of the grammar school books; Benjamin H. Sanborn and Company, the publication of the Latin books; Sibley and Ducker, the publication of the literature and English classics; while the Wells' series of mathematics has



Thomas R. Shewell.

been purchased by Messrs. D. C. Heath and Company.

Mr. Leach now retires after an unusually active service of over thirty years, with the good feeling and warm friendship of the entire trade, mingled with the regret that it is deprived of advice and counsel which was always held in high esteem.

## Educational Trade Interests.

The new battleships Kearsarge and Kentucky have three Williams' typewriters each.

Mr. D. Van Winkle, of Shewell and Company, has moved into their handsome new offices in the Constable building, New York.

Mr. Lyman D. Morse, proprietor of one of the leading advertising agencies, who has been taking a short vacation across the water, is expected home soon.

Major Patton, of the University Publishing Company, has just returned from a trip in the South, where he has fully recovered from a recent attack of the grip.

The many friends of Mr. J. F. Ryan, of Lord and Thomas, will be pleased to learn that he has entirely recovered from a severe illness, and has returned to his office.

Mr. John A. Walker, vice-president of the Joseph Dixon Crucible Company, who recently took a short outing to Florida with his wife, has returned and can be found at his office as usual.

The American Lead Pencil Company's business has increased so much of late that it has been found necessary to add another story to their factory at Fifth and Clinton streets, Hoboken, N. J.

Mr. J. E. Morse, of the Morse Company, New York, is ill with the grip. Mr. Morse, it will be remembered, was a lieutenant in the navy during the recent war, and was in charge of the recruiting station at Erie, Pa.

Mr. B. F. Clark has founded a new teachers' bureau, to be known as the Clark Teachers' agency, with offices in the Pullman building, Chicago. Mr. Clark has had ten years' successful experience in the agency field.

Mr. Turner, of the Helman-Taylor Company, of Cleveland, Ohio, has been in New York recently in the interests of the company. The firm is about to increase its capital stock, to enable it to make still more extensive exhibits.

D. C. Heath and Company are preparing to push with vigor the sale of the Wells' series of mathematics, which they have just purchased. The acquisition of this series of text-books is said to have cost in the neighborhood of \$60,000.

Mr. Henry S. Hartman, of D. Appleton and Company, has been given charge of the cyclopaedia work of his firm in Indiana. He has been with D. Appleton and Company for ten years. His headquarters will be at the Hotel English, Indianapolis.

The publishing firms of New York city were well represented at the holiday conference of the New York State Associated Academic Principals at Syracuse and the New Jersey State Teachers' Association meeting at Trenton, last week.

Mr. A. C. Stockin, of Houghton, Mifflin, and Company, whose illness was noted in the school board number last month, is still ill at his home near Boston. The many friends whom Mr. Stockin has made in his long experience as a bookman, will hope to see him among them again before very long.

*Good Books the Outgrowth of a Good School* is the title of a paper bound pamphlet published by Williams and Rogers, Rochester, New York. It is an exposition, in attractive form of the text-books published by the firm. The profusion of half-tones and the excellent typographical work make it an effective piece of advertising.

Mr. E. H. Butler, vice-president and general manager of the firm of Sheldon and Company, who thru the death of Mr. Isaac Sheldon has the entire management of the business in New York and Philadelphia, and all its branches in the United States, manages to find time to receive his friends and customers with his usual cordiality. Mr. Butler can be daily found at his desk during business hours, either at his main office in New York or in Philadelphia.

The many friends of Mr. L. A. Maugez, manager of the A. P. W. Paper Company, will learn with sincere regret of his sudden death. Mr. Maugez was only ill for a few days and his death was unexpected. The connected with the company for only a comparatively short time, Mr. Maugez has made himself popular among teachers and school officers, by his gentlemanly qualities as well as his fairness of dealing. Mr. Maugez leaves a widow and several children.

William B. Mundie, of the firm of Jenney and Mundie, has been

elected architect of the Chicago board of education, to succeed Normand S. Patton. The salary is \$6,000 a year. Mr. Mundie was made a member of the present firm in 1892, and assisted in the preparation of the plans for the Siegel, Cooper and Company building in Chicago, and the New York Life building. He is a member of the American Institute of Architects and is president of the Architectural Sketch club.

*Graphite* is the name of a new trade publication issued by the Joseph Dixon Crucible Company, Jersey City. Its object is to establish a better understanding in regard to the different forms of graphite and their respective uses. Among the humorous notes in the paper is the following: It is said that when a post office clerk in Scotland wants a new pencil, he has to fill out four forms, swear an affidavit before a justice of the peace, and send the documents to the postmaster-general. The documents have to be accompanied by the stump of the old pencil and a separate statement and affidavit as to when the last pencil was furnished.

*Odd Times* is the title of a neat little sixteen-page magazine issued recently by the Camera club of the Brooklyn manual training high school. The magazine has a decorated cover and *vera matte* print frontispiece. Miss Mabel L. Rose is editor-in-chief, and the matter was written, the type set, the magazine printed and bound by Prin. Larkin's students.

## Mr. Bond Leaves the Century Company.

Mr. Benjamin W. Bond, for fifteen years the head of the subscription department of the Century Company, has retired from his work, to spend the remainder of his life free from the cares of business. He sailed for Europe on Tuesday by the Kaiser Wilhelm, and probably will be gone a couple of years.

Mr. Bond's home is in Brooklyn, where he has always lived. He was born in 1837, and was graduated from the New York university. He began his book experiences with Bradstreet's afterward becoming a member of the firm of Moorhead, Simpson, and Bond. He was for a time the general metropolitan agent for Bryant's *History of the United States*, and also had the agency for Prang's *Native Flowers and Ferns of the United States*. Besides having these two special works, he acted as agent for Henry Holt and Company, and Houghton, Mifflin and Company's illustrated edition of Longfellow's works.

In 1883 Mr. Bond organized the subscription and book departments of the Century Company, and has been at their head ever since. The work of placing on the market such volumes as the *Century Dictionary*, the *Century Cyclopaedia of Names*, and the *Century Atlas of the World*, devolved upon him. His many friends will wish him a long and pleasant rest after his many years of active life.

## The Book Trade.

H. M. Rowe, Ph. D., of the Sadler-Rowe Company, Baltimore, the author of an article on a commercial high school course which appeared in these columns recently, was in New York last month. Asked by *Geyer's Stationer* for his opinions on the prosperity of the country as indicated by the book trade, Mr. Rowe said: "I believe that the country generally is prospering. Let me tell you my grounds for that belief. Among our publications we issue a large number of text-books for schools and colleges. Now it is a peculiar fact that these institutions are affected greatly by the conditions of business. The schools are all thriving now, with the exception of those in one city, Boston, where there has not been the increase in business that was anticipated.

"Concerning my own business, I can state that there is an increase of from forty to fifty per cent. over last year. There is one trouble in all this apparent good fortune, however, and that is due to the fact that books are selling much cheaper than they used to. There are many causes for this cheapness; the first being attributable to the department stores.

"Department store buyers will sometimes buy up an entire edition of some work and cut down the prices. A second cause is the ever-increasing number of readers, which permits the publishers to put out a larger edition. Cheaper bindings are also responsible for the decrease in the cost, and the many expiring copyrights have had their share in it. The price of paper is much less than it was a few years ago, and the increased facilities in manufacture of instruments designed for making illustrations, together with the improved methods of engraving and reproducing line cuts and half-tones, make the illustrating of books a matter of small cost. It is not exaggerating to say that standard works, containing from twelve to twenty volumes, can be obtained by the public at the same price that the binding would have cost five years ago."

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Nature Study Charts.

A new series of nature study charts has been issued by the Raphael Tuck and Sons Company, 368 Broadway, New York. It consists of thirty charts, 25x17½ inches in size, which have been



GARDEN AND FIELD.

Fig. 1, Ergot of Rye; Fig. 2, Wheat Rust; Fig. 3, Mildew of Vine; Fig. 4, Vine Blight; Fig. 5, Fungus of the Potato Disease; Fig. 6, Potato Beetle or Colorado Beetle



GARDEN AND FIELD.

Fig. 1, Hamster in its Burrow; Fig. 2, Hare; 2a, skeleton; 2b, jaws; 2c, incisors from inside.



WATER.

Fig. 1, Pike; Fig. 2, Eel; Fig. 3, Skeleton of the Perch; Fig. 4, Swimming Bladder of the Bleak; Fig. 5, Crayfish; 5a to 5b, eye, jaw, third jawfoot, claw, first and third walking leg, caudal fin, and eggs.

designed by Prof. K. G. Lutz. The arrangement is as follows: I., The House and Farmyard, four plates; II., The Garden and Field, six plates; III., The Meadow, four plates; IV., The Forest, eight plates; V., Water, (a) The Pond, (b) The River, three plates; VI., Distant Lands—Polar Regions, Northern Lands, Asia, Africa, four plates; VII., Extinct Animals, one plate. The



GARDEN AND FIELD.

Fig. 1, Oak in Winter; Fig. 2, Budding Twig; Fig. 3, Flowering Twig of Oak; Fig. 4, Twig of the Oak, with Acorns; Fig. 5, Germinating Plant; Fig. 6, Cockchafer.

plates are packed in a portfolio, and may be obtained in form for hanging on the walls. The accompanying illustrations show the arrangement of the objects on the charts. Each object is lithographed in its natural colors and careful attention has been given to the smallest details. The sections of the botanical specimens, and the enlarged views of their various parts, are particularly instructive. A handbook explanatory and descriptive of the plates has been prepared by Prof. Lutz and translated by Prof. Michaelis, of the Froebel Educational Institute.

### The Conover Promotion Blank.

The Conover Promotion Blank, designed by W. F. Conover, of San Diego, Cal., is based on the fundamental principle that the pupil should be studied as an individual. It aims to give to a teacher a complete record of the characteristics, habits, excellencies and defects of every pupil who passes from one grade to another. The tabulating of such information has been suggested and tried in a number of cities of the country, but for various reasons, only indifferent results have been obtained. The method of the Conover Blank is so simple as to present a minimum of difficulties to the busy teacher. In fact, she is compensated for the time spent in tabulating information for another by the information she receives, in turn, from the teacher directly below her. Each child, as it comes to her, is accompanied by a record which serves as an introduction, and obviates the necessity of learning from experience the characteristics of the child. The blank also encourages and at the same time furnishes a means for the systematic study of the child.

The letters G, F, and P, indicating good, fair, and poor, serve for nearly all the purposes of tabulation. After the data concerning the promotion of the pupil, comes the books read, the letters G, F, or P indicating the amount and profitableness of the reading done. Following this is the record of studies, marked in the same way. Next comes oral and written expression, followed by the powers of the child, including perception, imagination, memory, and reason. Application is given a space by itself, in which is recorded the pupil's degree of effort. His points of strength and weakness are next indicated, and then the work, whether at home or school, in which he takes the greatest interest. Defects in sight and hearing are also to be recorded, as well as the child's health.

The temperament of the pupil is recorded by a somewhat more elaborate scheme. Five general classifications are used, nervous, sanguine, bilious, lymphatic, and balanced, the last being for well poised children who do not come under the other classifications. Under each temperament are six sub-classifications, nervous being divided into 1 impulsive; 2, excitable; 3, sensitive; 4, easily provoked; 5, easily reconciled, and 6 hopeful. These are so arranged that N. 1, 2, 4; L. 5, 6; means points 1, 2, 4, of the nervous, and 5 and 6 of the lymphatic.

The Conover Blank has the endorsement of some of the foremost thinkers in the educational world, and has been adopted by a number of cities.

## NEW SUPPLEMENTARY READERS.

## APPLETONS' HOME READING BOOKS

Edited by W. T. HARRIS, A.M., LL.D., U. S. Commissioner of Education.

This comprehensive series of books presents upon a symmetrical plan the best available literature in the various fields of human learning, selected with a view to the needs of students of all grades in supplementing their school studies and for home reading. The immediate success of the volumes published has proved the need of such a series and that it meets a universal demand.

## THE FOLLOWING ARE NOW READY:

## UNCLE ROBERT'S GEOGRAPHY.

By FRANCIS W. PARKER and NELLIE L. HELM. A series of Geographical Readers for Supplementary Use. Six Volumes. Illustrated. 12mo, Cloth. First to Sixth Years. The titles of the books are as follows:

Year	Net Prices
1. <i>Playtime and Seedtime</i> - - - - -	32 cents
2. <i>On the Farm</i> - - - - -	42 cents
3. <i>Uncle Robert's Visit</i> - - - - -	50 cents

Year	
4. <i>Rivers and Winds</i> - - - - -	[In Press]
5. <i>Mountain, Plain, and Desert</i> - - - - -	[In Press]
6. <i>Our Own Continent</i> - - - - -	[In Press]

## THE STORY OF THE BIRDS.

By J. N. BASKETT. Illustrated. Net, 85 cts.

The aim of this book is simply to present in a rather unusual yet popular way the more striking scientific features of their probable development. In interesting rather than instructing, in guiding the observation of the inexperienced into proper channels, in suggesting slightly to the student what to look for among the birds, and what to do with a fact when found, is its proper mission.

## THE STORY OF OLIVER TWIST.

By CHARLES DICKENS. Condensed for Home and School Reading by ELLA BOYCE KIRK. Illustrated. Net, 60 cts.

The editor has presented one of Dickens' most popular stories as nearly as possible in the form that he would have put it if he had written it for young readers. She has used Dickens' language, and has not presumed to change or modify the expression, but everything that a child would be likely to skip has been elided. The action is thus accelerated to suit the most impatient reader.

## THE PLANT WORLD: Its Romances and Realities.

A Reading Book of Botany. Compiled and Edited by Frank Vincent, M.A. Illustrated. Net, 60 cts.

In the range and diversity of the fifty extracts of the present volume dealing with the fascinating field of botany, an endeavor has been made to secure the lively interest which comes from broad and characteristic treatment, and poetry has been invoked in addition to prose, itself oftentimes scarcely less picturesque and romantic.

## THE ANIMAL WORLD: Its Romances and Realities.

A Reading Book of Zoology, compiled and edited by Frank Vincent, M.A. 60 cents, net.

"The Plant World" by the same author, previously published as one of Appletons' Home-Reading Books, has met with so much popular favor that "The Animal World" has been prepared on a similar plan as a companion volume. The selections have been made with the purpose of presenting interesting phases of animal life that are entertaining and instructive, at the same time designed to awaken the curiosity of readers and stimulate them to independent observation and investigation.

## HISTORIC BOSTON AND ITS NEIGHBORHOOD.

An Historical Pilgrimage Personally Conducted by Dr. Edward Everett Hale. Arranged for seven days. Illustrated. 12mo Cloth. 50 cents net.

This book possesses unusual interest from both an historical and a literary point of view. The method of presentation of the earlier history of our country will be found of value in interesting young students in historical research.

## CURIOUS HOMES AND THEIR TENANTS.

By JAMES CARTER BEARD. Illustrated by the author. Net, 65 cts.

This book deals with all phases of animal life, giving in a bright and interesting manner the habits and method of living of the curious forms, and many of the common forms of animals. Mr. Beard stands alone in the treatment of this subject for children, and this book possesses a rare value for young students of natural history.

## NEWS FROM THE BIRDS.

By LEANDER S. KEYSER. 50 cents net.

This little book of tidings from birdland has been written with the purpose in mind to furnish actual instruction, to tell some new facts about bird life that have not yet been recited—that is, in short, to give a little bird "news." The second purpose of the book is inspiration. It is not intended for a key. Instead of telling all that is or may be known about a particular bird, only such incidents are recited as will spur the reader to go out into the fields and woods and study the birds in their native haunts.

## NATURE STUDY READERS.

By J. W. TROEGER, A.M., BS. A Graded and Progressive Series of Readers for Supplementary Use. Five Volumes. Illustrated. 12mo, Cloth. First to Fifth Years. The titles of the books are as follows:

Year	Net Prices
1. <i>Harold's First Discoveries</i> - - - - -	25 cents
2. <i>Harold's Rambles</i> - - - - -	40 cents
3. <i>Harold's Experiments</i> - - - - -	50 cents

Year	
4. <i>Harold's Explorations</i> - - - - -	[In Press]
5. <i>Harold's Discussions</i> - - - - -	[In Press]

## THE HALL OF SHELLS.

By MRS. A. S. HARDY, author of "Three Singers," etc. Illustrated. 12mo. Net, 60 cts.

Books upon marine shells, either not too expensive or too learned for common use, are few; hence it is hoped that this volume may help to awaken an interest in the sea and its treasures, which can but grow with the years, and afford an ever-widening and deepening source of delight.

## CRUSOE'S ISLAND.

By F. A. OBER. Illustrated. Ready December 1st. Net, 65 cts.

In this book the author gives a description of the veritable island in which Robinson Crusoe lived his lonely life, the scene of his wreck, his cave, his bower, his Man Friday, the birds and trees he saw or ought to have seen, together with a narrative of the author's own experience in the wilderness of Tobago. It is a book of unusual interest.

## OUR COUNTRY'S FLAG AND THE FLAGS OF FOREIGN COUNTRIES.

By EDWARD S. HOLDEN, LL.D. Illustrated. 12mo., Cloth. 80 cents, net.

A flag is a symbol which stands for the hopes, desires, beliefs, aspirations and the political growth of the people of the country it represents. This book will be found of unusual value in imparting a knowledge of the significance of the flags of all nations, and particularly of the American flag.

## IN BROOK AND BAYOU.

Or, Life in the Still Waters. By CLARA KERN BAYLISS. Illustrated. With 4 Colored Charts. Net, 60 cts.

In the study of animals, children are compelled to begin in the midst of things, and thus they never come to appreciate the significance of microscopic animals in the development of life, as nearly all the works on zoology give but little attention to them. This charming little book cannot fail to interest old and young.

## UNCLE SAM'S SECRETS.

A Story of National Affairs for the Youth of the Nation. By OSCAR PHELPS AUSTIN. Illustrated. 12mo. Net, 75 cts.

The purpose of this volume is to furnish to the youth of the land some facts about the affairs of the nation, and to awaken in the mind of the reader an interest in kindred subjects. It is a book especially useful to the rising generation in stimulating a desire to become better informed of the affairs of their country, and a love and reverence for its institutions. Great care has been exercised in making statements accurate and unprejudiced, and, by a copious index, to render the work of value to those desiring to utilize it as a book of reference.

## THE STORY OF ROB ROY.

By Sir WALTER SCOTT, Bart. Condensed for Home and School Reading. By EDITH D. HARRIS. Illustrated. 12mo. Cloth, 60 cents net.

"A knowledge of Walter Scott's novels is essential to a good education. In fact, such a knowledge alone by itself may be called a liberal education. The motives of human action come nearer to the surface of consciousness in Scotland than anywhere else in the world. Hence, threads of character may be discovered and interpreted in the writings of Walter Scott which in other nations are subconscious, or more of the nature of instinct than open purpose."

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"The Astronomical Readers will consist of three or more volumes, all treating of astronomy in one form or in another. All of them are suited for reading in the school or in the home, and they will have failed of their object if they do not inspire young readers to undertake simple astronomical observations on their own account; and if they do not, at the same time, suggest the spirit in which such observations must be made, and reflected upon, to be truly fruitful."

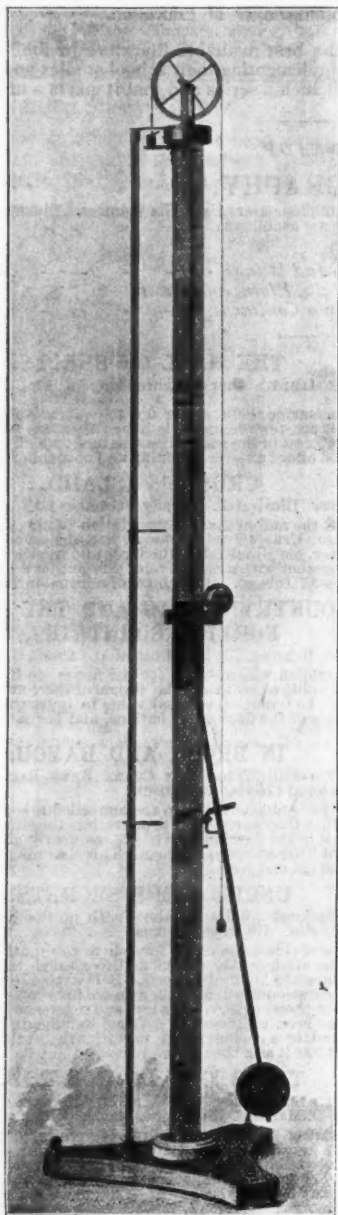
An Illustrated Descriptive Pamphlet of these books will be sent free upon application to the publishers,

D. APPLETON &amp; COMPANY,

New York, Boston, Chicago.

### Improved Automatic Atwood's Machine.

This improved form of Atwood's machine is provided with a release for the pendulum which automatically sounds the bell and releases the fall weight. The bell is sounded at every interval of a second during the fall, by which means the count is readily made. It is made in a very exact and careful manner



Improved Automatic Atwood's Machine.

and of the best materials, the metal work being largely of brass and the woodwork of solid mahogany. The balance wheel at the top is centered between steel cone bearings which make it almost frictionless. The scale is a very legible one, being large black letters with millimeter divisions upon a white background. (Alfred L. Robbins Company, 149-151 East Huron street, Chicago, Ill.)

### Dodd's Geographical Cabinet.

The study of commercial geography, which is now such an important part of geography work in the schools, has received both an aid and an impetus from the collection known as Dodd's Geographical Cabinet. This is a collection of specimens of various forms of twenty-five of the staple articles of commerce. About three hundred specimens are included, each being packed in a flint glass bottle, or a jute fiber box with metal corners. The case is of quarter sawed oak. The commercial articles included in the cabinet are rice, cork, coffee, flax, fibers, cocoanut, valuable woods, cocoa, rubber, silk, petroleum, olive, cotton, lead, zinc, iron, stone, coal, turpentine, nuts, vegetable ivory, pen,

leather, saucer, and spoon. Each general division is accompanied by a special descriptive article. Under these general divisions are found from five to twenty specimens. For instance, under flax, comes straw pulled up out of field, flaxseed, flaxseed meal, linseed oil, oil cake, ground meal, paints made with linseed oil, dressed fiber with tow, hackled fiber with tow, twine, sample linen goods, sample of linen (mummy cloth) about 3,000 years old, and spun threads.

The value of these specimens in the teaching not only of geography but also of nature study and language work hardly needs to be commented on. The cabinet is made by E. E. Dodd, 1203 Owings Building, Chicago, Ill.

### The A A B Microscope.

The use of the microscope has come to be a recognized part of intelligent nature study in the schools. It is the only means for studying the minuter forms of life with any degree of accuracy. The realization of this fact has led in the last five years to the equipment of hundreds of school laboratories with modern microscopes. To meet the demand thus created, the A A B



The A A B Microscope.

microscope, here shown, has been placed on the market. It was designed to be a working microscope, without unnecessary complication, but perfectly accurate, and capable of being manipulated by pupils. It was a crude instrument when first invented, but has been brought to its present stage by a constant effort to meet the needs of the schools.

Mr. Bausch's book, *The Manipulation of the Microscope*, has done much to popularize microscopical work, as it places before the teacher in simple language, a description of the various parts of the microscope, and the most effective method of using them. Bausch and Lomb Optical Company, Rochester, N. Y., are the manufacturers.

### The Denton Butterfly Tablet.

No lover of butterflies should fail to see the Denton collection, which has just closed an exhibit at the American Art Galleries, Twenty-third street and Broadway, New York. The exhibit will return to the galleries about January 10 and continue until about January 20. Admission will be free.

The collection includes 560 butterflies, gathered from all parts of the world. The unique thing about them is that instead of being impaled on pins, each one is mounted on a plaster of paris tablet, encased in a pasteboard box, and covered with glass. In this way they are kept absolutely free from dust and protected from breakage. This tablet, so called, is made by a patented process, manufactured by Denton Brothers, Wellesley, Mass.

Success comes to those who persevere. If you take Hood's Sarsaparilla faithfully and persistently, you will surely be benefited.

### THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES (Current Events)*, semi-monthly, 50 cents a year; *ANIMALS*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 50 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

## Notes of New Books.

Supt. William J. Shearer, of Elizabeth, N. J., has put into book form, under the title of *The Grading of Schools*, his well-known plan for the advancement of pupils in the grades. The subject is at present recognized as one of greatest importance in school organization, and this is largely due to persistent efforts in keeping the matter before the public. Supt. Shearer believes that the usual system of grading and promotion is at variance with all the principles of pedagogy. He brings forward an abundance of arguments to prove that the once-a-year promotion dwarfs the abilities of the quick, intelligent child or gives the slow child a stimulus to which he cannot adequately respond, thus doing justice to none. Supt. Shearer's plan has been frequently spoken of in these pages. Some of its leading characteristics are as follows:

Those whose tastes and powers are similar are to be graded together, and the proper course of instruction is to be applied. Thus the pupils would be taught by classes, groups, or individuals, according to their needs. Promotions would be more frequent for those who deserve them, and the individuals would go just fast enough to allow thoro work. Briefly stated the advantages claimed for Mr. Shearer's system are that it keeps each pupil busy, stimulates the laggards and interests the parents; cares for each pupil according to his needs; increases the number reaching the higher grades, the high school included; enables ninety per cent. of the pupils to gain time; gives them an increased interest in the school, shown by improved attendance and punctuality; and enables the pupils to prepare their lessons in school. The book is evidently in great demand, for tho it has been out only a few weeks, the first edition is exhausted, and a second one is just being placed on the market. (H. P. Smith Publishing Company, New York. Cloth, \$1.50.)

The German-English part of the *Muret-Sanders Encyclopaedic Dictionary* promises to be, when completed, one of the foremost achievements of the century in dictionary making. Dr. Sanders has brought to the construction of the second part of the work a broad and ripe knowledge and a large experience in this line. He is the author of a *Dictionary of the Chief Difficulties in the*

*German Language*, now in its twenty-seventh edition, and *Letters on the German Language*, and was a contributor to the *Sachs-Villatte French-German and German-French Dictionary*, to which this new dictionary is a companion work. The plan of this second part is very similar to the second part of the *Sachs-Villatte*. In view of the immense number of words which the researches of Dr. Sanders and his predecessors had brought to light, it was necessary to curtail space in every possible way. Dr. Sanders has used the method of arrangement of derivatives and compounds first proposed by him in 1854, and now generally accepted, namely: that compounds should not be tabulated as individual words in their natural alphabetical order, but under the common heading of the key-word. A comprehensive and complete view of the language and its ramifications is thus obtained, and the student is enabled to find particular compounds in alphabetical order and fully discussed, under their respective key-words. The space thus saved has been filled with slang terms, provincialisms, dialect terms, and the like, which are essential to the proper understanding of many writers. Some of the devices by which space has been saved are worthy of notice. References to the first part save repetition, the mark of repetition is constantly used, instead of repeating the key-word; there is a multitude of abbreviations, fully explained in one table; special lists of words are omitted, each word being found in its alphabetical order; and a host of signs, which give considerable information in the smallest possible space, have been introduced. For instance, the letter F denotes familiar and colloquial words; the letter P, the language of the uneducated; a gallows, the language of the criminal classes; a cogwheel, machinery; a book, scientific terms; a flower, botanical terms; and so on. Numbers within a circle refer to "detached observations" concerning conjugation, declension, and the like. A little practice is all that is needed to make of this an excellent working dictionary, especially where accuracy is desired. The second part of the work will be complete in twenty-four parts. (Berlin: Langenscheidtsche Verlagsbuchhandlung. New York: The International News Company.)

"How to Teach Reading in the Public Schools," by S. H. Clark, of the University of Chicago, is intended as a manual for teachers. The theory followed by the author in its preparation

# Nature Studies.

A series of Thirty large plates prepared by Prof. K. G. Lutz, A.M., Instructor in Natural History and Zoology, printed in natural colors, showing the construction and habits of the principal creatures of the animal world; and the growth, structure, flower and fruit of many specimens of the vegetable kingdom, with the various insects and animalculæ which fertilize or prey upon them.

These plates probably come as near or nearer to Nature than anything of the kind ever published. They are absolutely true to Nature in color, proportions and minutest details; and have the fascination of absolute reality which appeals to every Nature-loving child or student.

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The "Garden and Field" division may be taken as a representative section. It comprises six plates. These plates show:

Plate V.—Common Rye. Wire Worm. Weevil. Dart-Moth. Corn-Moth.

Plate VI.—Ergot of Rye. Wheat-Rust. Mildew of Vine. Vine Blight. Fungus of the Potato Disease. Potato Beetle or Colorado Beetle.

Plate VII.—Sapling. Graft in a Median Fissure. Graft in the Bark. Oblique Graft. T-Grating beneath the Bark. Apple Tree. Section of Cherry Blossom. Plum. Apple Weevil. Winter Moth. Apple Bell-Moth. American Blight.

Plate VIII.—Chaffinch. Skylark. Starling. Partridge.

Plate IX.—Hamster. Hare.

Plate X.—Noctule Bat. Mole. Burying Beetle. Blue-Bottle or Blow-fly. Mole Cricket.

A comprehensive descriptive hand-book prepared by Prof. Lutz and translated by M. Michaelis, Lecturer on Zoology at the Froebel Educational Institute, London, for the use of both teachers and students, accompanies each set.

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was that the teacher should have both a thoro knowledge of how thought and feeling are expressed, and also a definite graded method of instruction. Part I. includes careful studies of the criteria of time, pitch, quality, and force. Part II. on the method of instruction, takes up the mental attitude of the reader, grouping, succession of ideas, etc., closing with remarks on literary interpretation. (Scott, Foresman & Company, Chicago. Price, \$1.00.)

The collection of *Nature and History Stories*, by Fannie F. Hicks, has the advantage of having been successfully used in the school-room. The stories are on a great variety of subjects and are so worded that they will arrest and hold the attention of the little ones who are receiving their first lessons in science and history. The book is attractively illustrated. (A. Flanagan, Chicago.)

The American people are not very likely to forget the glorious deeds of our sailors and soldiers in 1898, yet it is just as well to have a reminder, which they will find in the splendid volume of Selected Art Centers from *Truth* entitled *Lest We Forget*. This is a collection of magnificently colored pictures of the sea and land operations of the Spanish-American war that present the scenes with a vividness approaching reality. The drawings are by W. Granville Smith, C. H. Johnson, A. De Thulstrup, and other leading American artists. The colored plates are printed on heavy paper, the pages being large oblong folio, 21 x 14 inches. The cover has a patriotic design including the national shield, the American eagle and the mast of a ship with a string of signal flags. The contents include a prisoner of war; the North Atlantic squadron; how the battleship *Indiana* looks in action; the daughter of the regiment; night at Hampton Roads; in fighting trim; Shafter, Miles, and Wheeler returning from a conference; shelling a harbor to clear out submarine mines; Capron's battery in action; battle of Manila; for love or war; first attack of Admiral Sampson on San Juan, Porto Rico; a torpedo boat destroyer in action; destruction of Cervera's fleet; bringing up the artillery, and the bicycle in war. (E. R. Herrick & Company, New York.)

The purpose of the author of "Egypt, the Land of the Temple Builders," Mr. Walter Scott Perry, director of the department of

fine arts, Pratt Institute, Brooklyn, is amply carried out in his book. It is "to convey to the reader a clear idea of the art of ancient Egypt." In a little book of two hundred and fifty pages, half of them used simply for illustrations, is given a clear and accurate resume of the architecture, sculpture, painting and decoration of the ancient Egyptians together with statements of facts bearing upon their life, religion, manners and customs. The illustrations, of which there are 248, are sufficient without the aid of the text to carry out the author's plan in giving the book to the public. They are made from photographs, and they are clear and interesting. The book is of special value to teachers and others who have not the time for an exhaustive study of the subject. (The Prang Educational Company, Boston, New York, and Chicago.)

The writings of Berthold Auerbach are well-known by translations in this country; in Germany he is exceedingly popular; under the head of *Stories by Foreign Authors* one of Auerbach's best is given together with three others by popular authors, viz., Kompert, Hauff, and von Chamisso. All these are well written short stories and give a good idea of the style of each. In Germany, as here, the short story is increasing in popularity. There is an opportunity for a writer to turn around and give an idea of his style in the fifty or sixty pages devoted to each. (Charles Scribner's Sons.)

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The very significant attitude of teachers and mothers towards child study is their constant request for some genuine guidance in pursuing their inquiries into the mystic doings and meanings of childhood. The literature in this field is growing rapidly. Its latest suggestive addition is the very readable volume, "The Study of the Child: A Brief Treatise on the Psychology of the Child, with Suggestions for Teachers, Students, and Parents," by Dr. A. R. Taylor, president of the state normal school, Emporia, Kansas. It is not designed to make child study scientific, nor to elevate common sense experience into the refinements of scientific precision. Nor does it reconstruct psychology in the light of the results of child study, and much rather does it abide with the traditional mode of noticing the child with the aid of adult

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psychology. The aim of the book, which has not been lost sight of in preparing each of the twenty-three chapters, "has been to bring the subject within the comprehension of the average teacher and parent. Technical terms and scientific formulae have been avoided as much as possible. The desire to announce new principles has been wholly subservient to that of wishing to serve my fellow-workers by assisting them to a closer relationship with the child." (p. XVI.) In this way the book is designed for preparing those interested, but uninitiated, to enter upon the more specific lines of child investigation. Every teacher and parent will try to be more sensible and circumspect after reading each chapter. The style is flowing and inspiring for those for whom it is designed, making it one of the most popularly useful books of the great International Educational Series of which it is the forty-third volume. The Editor's Preface by Dr. W. T. Harris is another brief, suggestive essay from his busy pen, and furnishes real intellectual food for those who reflect at all upon the meaning of childhood. (D. Appleton & Company, New York. Pp. 215. \$1.50.)

### New Text-Books.

The latest effort to place a course of school drawing upon a psychological and scientific plane has resulted in the *Prang Elementary Course of Art Instruction*. This was prepared by John S. Clark, Mary Dana Hicks, and Walter S. Perry, and shows at a glance the time and labor which have been expended to make a unified and scientific system. The fundamental basis and governing idea of the system is the conscious, creative activity of the child. It seeks, in its progressive steps, to guide that activity in proper channels to its fullest expression in the realm of art. To this end, not only the models for the successive steps of the work are left before the child, but also the inspiring works of the most noted artists, ancient and modern. These latter drawings occupy four pages in each drawing book, and have been selected with constant reference to the grade of the child. The series includes contributions from such well-known American artists as John La Farge, Abbott Thayer, Winslow Homer, Charles Dana Gibson, William Hamilton Gibson, Ross Turner, Anna Klumpe, and Herbert Adams.

This course in art instruction begins in the third school year, and extends thru the eighth. The study of nature is carried on thru all the grades; pose drawing is so treated as to develop the child's idea of the importance of the element of composition and to incorporate this into his artistic ideas till it becomes a part of his individuality; model and object drawing include the perspective, simple outline, light, dark and shade, and composition in color. Color drawing, historic ornament, original decorative design, and construction, are also integral parts of the course. The series is issued in two editions, single and double books, to accommodate schools where promotions are made semi-annually. A series of teachers' manuals, in six books, accompanies the drawing books, and is the teachers' guide for their proper interpretation. (The Prang Educational Company, Boston, New York and Chicago.)

The appearance of two new books by Prof. Albert Harkness, the *Complete Latin Grammar*, and the *Short Latin Grammar* is sure to be welcomed by the Latin students and teachers throughout the country. The old Harkness is now supplanted by two new ones, thoroly up-to-date in their treatment of the grammar of the language, and free from the complications of many older works. The larger book is designed as a text-book for the class-room, and also for a book of reference. Its arrangement is in accordance with the best views on this important subject, and its topics are condensed so as to destroy the formidable appearance of a larger book. Carefully selected examples from Latin authors fully illustrate the leading principles of construction. The intricacies of the subjunctive have been simplified and explained to meet the grasp of the younger pupils. The sections on phonology, morphology and etymology were submitted to and passed upon by Prof. Stolz, of the University of Innsbruck; the same was done for the sections on agreement and the use of cases by Prof. Landgraf, of Munich, and for those on moods and tenses by Prof. Blase, of Giessen. The suggestions of these specialists have been made a part of the work.

The smaller book is for more elementary work. It is an abridgment of the other book, tho being complete for all purposes of beginners. (American Book Company, New York.)

*The Prisoner of Chillon, and Other Poems*, by Lord Byron, is No. 128 in the Riverside Literature series. The other poems include the "Fare Thee Well," "Hebrew Melodies," "Maid of Athens," "Stanzas and Epistle to Augusta," "Stanzas for Music," "The Dream," "Darkness," "Prometheus," "Mazeppa," and others. A biographical sketch and notes complete the book. (Houghton, Mifflin & Company, Boston. Paper. 15 cents.)

*My Child Wife*, from David Copperfield, is printed in German by Isaac Pitman & Sons as one of a series of popular German readers. The original text and a phonetic transcription accompany the German translation. (London: Sir Isaac Pitman & Sons. Limited. Price, Sixpence or 20 cents.)

Another edition of the *Orations of Lysias* has just been edited by William H. Wait, Ph. D., of the University of Michigan. Seldom does one see a more complete edition of a text-book. Ten orations, carefully selected, are given. The book has a frontispiece of a bust of Lysias. A map of Greece and her colonies in Asia Minor follows. Then come short articles on the life of Lysias, his style, his works, references, manuscripts, and helpful works in the study of his writings. The text is followed by notes, which are copious for the first three orations, made so for the purpose of giving the student an easy introduction to the author's style. Following the notes is a list of common Greek idioms and phrases and a biographical index. Several appendices follow, dealing with such topics as the conspiracy of the four hundred, the downfall of Athens, the overthrow of the Athenian democracy, the thirty tyrants, Greek oratory, Athenian money, Atinia, and judicial procedure. The

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book closes with a brief chronological table of the period covered by the orations. (American Book Company, New York.)

Botany is a very different study now-a-days from what it was fifteen or even ten years ago. How the character of the work in this branch has changed is evident from the *Elementary Botany* recently issued under the authorship of George Francis Atkinson, professor of botany in Cornell university. It is no manual for exact analysis of flowers, to enable students to find the Latin name of every flower they see, but the high school pupil who uses this as his text-book is expected to plunge at once into all the delights and mysteries of microscopic botany. "Not many things, but much," is apparently what the author intends this book to give. The method followed has been tested in practical work. It is to study botany first thru some of the life processes of plants, these being chosen so far as possible from several of the great groups. The illustrations form a most helpful and attractive feature, many of them being made from photographs by the author and others, the remainder from careful drawings. (Henry Holt & Company, New York. Price, \$1.25.)

Prof. Webster Wells, the widely known mathematical author, has recently sent forth an important work, *Essentials of Geometry*, which is in many respects similar to this author's "Revised Plane and Solid Geometry." It will suit the needs of high schools, academies, colleges, and scientific schools. Many improvements, have been introduced, which are in line with the requirements of progressive teachers. In a number of propositions, the figure is given, and a statement of what is to be proved, the details of the proof being left to the pupils. There are also problems in construction in which the construction or proof is left to the pupil. Another important improvement is giving figures and suggestions for the exercises. Other improvements are introduced that the teacher and pupil will duly appreciate. (Leach, Shewell & Company, Boston, New York and Chicago. 75 cents.)

Prof. Edward S. Holden has contributed to Appletons' Home Reading Books a primer of astronomy which he calls *The Earth and Sky*. This is intended as the first of a series of three or

more volumes all treating of astronomy in one form or another. The knowledge the child has acquired of the earth is used as a stepping-stone to a knowledge of the planets. The author has made the subject extremely simple and easy. A large number of excellent diagrams and other illustrations add to the attractiveness of the book. (D. Appleton & Company. 28 cents, net.)

Since the war with Spain the Spanish language has risen very much in importance, at least with Americans. Gen. Brooke has just announced that he will appoint no one to office in Cuba who cannot speak the Spanish language. This will call for the teaching of Spanish in the schools and the making of text-books to meet the increased demand, such as the *Practical Method to Learn Spanish*, with vocabulary and easy exercises for translation into English, by A. R. D. de Villegas. The book begins with a collection of interesting stories, the style of which is easy and correct and is used in ordinary conversation. On the opposite page is the Spanish text, which will save the tedious work of looking in a dictionary. These stories serve as a preparation for the translation of the short, simple exercises in Spanish which follow, with notes explaining the meaning of the words which may be difficult to understand. (D. Appleton & Company, New York. 50 cents.)

The beginner of Vergil's is now favored with a book to smooth the difficulties he encounters in passing from prose to verse. This is *The Gate to Vergil*, by Clarence W. Gleason, A. M., master in the Roxbury Latin school. The author has placed in juxtaposition to the text, the same words, rearranged in the order, not of English prose, but of Latin prose, with which the student already is familiar. The elliptical form of the Latin verse is filled up by the omitted words in the Latin prose. Footnotes of familiar synonyms of uncommon words or unusual meanings are given. The lines are divided for scansion, and numerous notes both for the text and the scansion, are provided. The volume gives only the first book of the text of Vergil. A map of the wanderings of Aeneas is given, and an adequate vocabulary. The book forms an admirable and easy means of passage from prose to poetry. (Ginn & Co., Boston. Cloth.)

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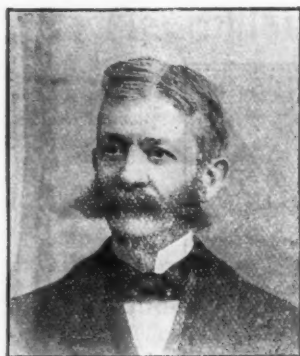
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[illegible]

### School Building Notes.

CALIFORNIA.

Salinas will hold an election to vote on the proposition to issue \$30,000 of high school and other bonds.

Santa Barbara will vote upon the question of issuing \$50,000 of bonds for school building purposes.

## CANADA.

Ottawa (Ont.) will erect a university building. Write L. Z. Gauthier, arch., Montreal.—The French committee of the

separate school board will build a new school-house.

Day Mills (Ont.) will build a school-house. Write Thos. Grigg, sec'y school board.

Smith's Falls (Ont.) will erect a new high school building.

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NEW YORK AND CHICAGO

[Entered at the N. Y. P. O. as second-class matter.]

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The Educational Building,  
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267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Charlotteville (P. E. I.)—A wing will be built to St. Dunstan's college.

Chatham (N. B.) will erect a school-house. Write R. C. J. Dunn, arch., St. John.

Hartland (N. B.) will erect a new school-house.

Orwell Cove (P. E. I.) will build a school-house.

Quebec (Que.)—A school-house will be erected in the parish of St. Alphonse for the syndics of said parish. Write D. Ouellet, arch., 117 Rue St. Jean.

Merriton (Ont.) will rebuild ward school No. 2. Write R. Clark, sec'y school board.

Orillia (Ont.) will erect a high school building. Write board of education.

Greenwood (B. C.) will erect a new school-house.

## CONNECTICUT.

Hartford will appropriate \$25,000 for completing the high school.

# Pears'

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## DELAWARE.

Wilmington will erect a new high school building. Write board of education.

## DISTRICT OF COLUMBIA.

Washington will reconstruct the plumbing system of the Grant school building. Write J. B. Wight, pres. school board.

## ILLINOIS.

Peoria will build a school-house in the 4th ward. Write Richardson & Hotchkiss, Dime Savings Bank bldg.—Will erect Lincoln school. Write Richardson & Hotchkiss, archs.—Will build a school at Park and Fourth streets.

Joliet will erect a school-house. Write J. H. Barnes, arch., Joliet.

Rock Island will erect a school-house on Third avenue, bet. 7th & 8th streets.

Chicago will repair several school buildings.—Will erect a school-house called the George Dewey school at 54th street and Union Ave.—Will erect a school-house on N. Ashland Ave.—Will build the North Division high school building.—Will erect a school at Edgewood Ave. & Catalpa St.—Will build addition to the school at West Pullman. Write F. A. Fiedler, arch., Chicago.

Moline will erect a school-house. Write O. Z. Cervin, arch., Moline.

La Harpe will build a school-house. Write Geo. W. Payne & Son, Carthage.

Winnetka will erect a school house. Write W. A. Otis, arch., Winnetka.

## INDIANA.

Rushville will erect a high school building; also a school-house for colored children. Write board of education.

## INDIAN TERRITORY.

Paul's Valley will erect a school-house. Write J. H. Leedy, arch., Paul's Valley.

## IOWA.

Weve will build a school-house in dist. No. 7. Write E. Cook, sec'y school board.

## KANSAS.

Nadeau will build a school on the Kikapoo reservation. Write W. A. Jones, comm'r of Indian affairs, Department of the Interior, Washington, D. C.

Salina will vote on the proposition to issue \$10,000 worth of bonds for school building purposes. Write T. H. Davis, clk. board of education.

## KENTUCKY.

Madisonville—It is reported that a proposition to establish a fine graded school here will be voted on.

## MASSACHUSETTS.

Boston will build a school house in ward 20. Write A. W. Gould, arch., 2a Beacon St.—Will erect a school in ward 14. Write H. D. Hale, arch., Boston.—Will build a school in ward 23.

Worcester will build an addition to the school-house at Quinsigamond. Write Barker & Nourse, archs., 425 Main St.—Will erect a school on East Kendall street.—Will build school on Millbury street.—Will build school on Main street.

Grafton will erect a school-house. Write Earle & Fisher, archs., Worcester.

Amherst will erect a new high school building.

# Well Children

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## School Book Publishers.

**American Book Co.,** N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or.,  
**Appleton & Co., D.,** N. Y. & Chi.  
**Baker & Taylor Co.,** New York  
**Harper & Brothers,** "  
**Jenkins, W. R.,** "  
**Longmans, Green & Co.,** "  
**Maynard, Merrill & Co.,** New York  
**The Morse Co.,** "  
**Pitman & Sons, Isaac,** "  
**Scribner's Sons, Chas.,** "  
**University Publishing Co.,** N. Y., Boston, and New Orleans  
**Ginn & Co.,** Boston, N. Y., Chi.  
**Heath & Co., D. C.** Boston & N. Y.  
**Houghton, Mifflin & Co.,** Boston & N. Y.  
**Leach, Shewell & Co.,** "  
**Frang Edu. Co.,** Boston and N. Y.  
**Silver, Burdett & Co.,** Bos., N. Y., Chi.  
**Thompson, Brown & Co.,** Boston  
**Flanagan, A.,** Chicago  
**Western Pub. House,** "  
**Werner School Book Co.,** Chicago, N. Y., Boston, Phila.  
**Lippincott Co., J. B.,** Philadelphia  
**McKay, David,** "  
**Sower Co., Christopher,** "  
**Williams & Rogers,** Roch., N. Y. & Chicago  
**Practical Text-Book Co.,** Cleveland, O.  
**Milton Bradley Co.,** Springfield, Mass.  
**B'kboards, Crayons, Erasers.**  
**Hammett Co., J. L.,** Boston  
**U. S. Sch. Furniture Co.,** Chicago  
**Central School Supply Co.,** "  
**Olcott, J. M.,** N. Y.  
**Holly Silicate Slate Co.,** "  
**Lippincott Co., J. B.,** "  
**N. Y. Book Slate Co.,** "  
**Charts.**  
**Ginn & Co.,** "  
**Hammett Co., J. L.,** "  
**Silver, Burdett & Co.,** "  
**U. S. School Furniture Co.,** Chicago  
**Central School Supply Co.,** "  
**Western Pub. House,** "  
**Franklin Publishing Co.,** N. Y. C.  
**Kellogg & Co., E. L.,** "  
**Williams & Rogers, Roch's't'r,** N. Y.

## Dialogues, Recitation, etc.

**T. S. Denison,** Chicago  
**Music Publishers.**

**Silver, Burdett & Co.,** Boston,  
New York, Chicago, Philadelphia.  
**Ditson, Oliver & Co.,** Boston, N. Y.  
**Novello, Ewer & Co.,** New York  
**John Church Co.,** Cincinnati

## Book Covers.

**Holden Book Cover Co.,** Springfield, Mass.

## School Furniture.

**Chandler Adjustable Desk Co.,** Boston  
**Kane & Co., Thos.,** Racine, Wis.  
**U. S. School Fur. Co.,** Chicago  
**Potter & Putnam Co.,** New York  
Grand Rapids, Mich.  
**A. H. Andrews & Co.,** Chicago

## Dictionaries & Cyclopedias.

**Appleton, D. & Co.,** New York City  
**The Century Co.,** "  
**Lippincott Co., J. B.,** Phila.  
**Merriam, G. & Co.,** Springfield, Mass.

## Diplomas, Reward Cards, etc.

**Ricketts, C. L.,** Chicago  
**Ames & Rollinson,** New York

## Flags, Medals, Badges, etc.

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**A. J. Joel,** N. Y. C.  
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## Gymnasium Apparatus.

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## Kindergarten Material.

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**Charles & Co., Thos.,** Chicago  
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## Manual Training Supplies.

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**Gillott, Jos. & Sons,** "  
**Esterbrook Pen Co.,** "  
**Favor, Rubi & CO.,** "  
**Dixon Pencil Co.,** Jersey City, N. J.

## Pencil Sharpeners.

**Hammett Co., J. L.,** Boston  
**Peckham, Little & Co.,** New York  
**Gould & Cook, Leominster, Mass.,** "  
**Upright Machine Co.,** Paterson N. J.

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**Flanagan, A.,** Chicago  
**U. S. School Furniture Co.,** Chicago & N. Y.  
**Olcott, J. M.,** "  
**Peckham, Little & Co.,** "  
**Schermerhorn & Co.,** "  
**Lippincott Co., J. B.,** Phila., Pa.  
**Central School Supply Co.,** Chicago  
**Swett & Lewis,** Boston

## Photos for Schools.

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**Hammett Co., J. L.,** Boston  
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## School Bells.

**Hammett Co., J. L.,** Boston  
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## Second Hand School Books.

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## Teachers' Agencies.

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## MICHIGAN.

St. Joseph will vote to issue \$8,000 bonds for school building purposes.

## MINNESOTA.

Minneapolis.—The Catholics of this city will erect a preparatory school for boys, to be known as "Hennepin Institute."

Luverne will erect a school-house in district No. 24. Write T. Johnson, clerk school board.

Brunswick will construct a school-house in district No. 8. Write F. K. Nelson, clerk school board.

## MISSOURI.

St. Louis.—Plans have been prepared by L. Wessbecker, arch., Temple building, for a school for the new theological faculty of St. Louis University.—Will build a school-house on Billow avenue, near New Manchester avenue.—Will build school on St. Louis avenue.—Will erect school on Hogan street.

Neosho will build a school house. Write J. A. Prather, Carthage.

Kansas City.—The school board will ask for a levy of \$300,000 for new school buildings at the next election.

## NEBRASKA.

David City.—A Catholic school will be erected for Rev. J. T. Roche. Write J. H. Craddock, arch., Lincoln.

Omaha voted \$250,000 worth of school bonds.—A parochial school will be erected here. Write Jno. McDonald, arch., 905 New York Life building.

Lincoln.—The main building of the Lincoln Normal University was destroyed by fire.

## NEW JERSEY.

Montclair.—A parochial school will be erected for the R. C. church of the Immaculate Conception. Write Schickel & Dittmars, 111 Fifth avenue, New York.

Orange will erect a school-house. Write Write Jas. Moran & Son, Newark.

Perth Amboy will build a new school-house. Write H. J. King, arch., 22 Clinton street, Newark.

Paterson will build a new school on Marshall street. Write Ross & Ackerman, 129 Market street.

East Durham will erect a school-house in the township of North Bergen. Write R. C. Dixon, arch., town of Union, N. J.

Sea Isle City.—The Sisters of St. Joseph will erect a retreat building which will be adapted for school purposes.

## Literary Notes.

The University Publishing Company announce two new books in their Standard Literature Series: *Westward Ho!* by Charles Kingsley, condensed to 164 pages; and *Round the World in Eighty Days*, by Jules Verne, condensed to 160 pages, with map.

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J. FRANK BUTTS,  
ATTORNEY AT LAW, COURT ST.

FREDERICK, MD., July 15th, 1898.

The Sprague Correspondence School of Law, Detroit, Mich.

GENTLEMEN—I herewith send you a letter stating the circumstances which led me to study law and what induced me to take your course, and the progress made, etc.

I have been teaching school for several years, and found that at the meagre salary I received, I did not justify me to prepare myself to properly teach, so I resolved to enter some profession in order that I might conduct business of my own and feel free from the hazards that verbing one who works under the direction of some one else. I also desired something more remunerative. I consulted my tastes and came to the conclusion that I would be the profession of law. I communicated my idea to one of my lawyer friends, and he encouraged me in it by stating that he would be my preceptor. I therefore entered upon the study of law and began reading in the office. My preceptor had quite a clientele, and had but little time to help me in the study, but gave me Blackstone to begin with. I read and re-read it, and was really not much the wiser, and soon became discouraged in the matter by thinking that I was not doing justice to myself. I found the trouble to be the lack of a systematic method in my study, and therefore began to look around for some plan or method at the lowest possible cost to study what would benefit me and prepare me for the outside view. I wrote to Sprague and received his circular, etc., concerning his school and its methods, and among the many names in his book of testimonials I found the name of a member of the bar in our county. I went to a friend and he advised me to take the course, saying that "it was equal to a law university course, with the exception of the usual environments."

I immediately signed with Sprague, and from the very beginning I was fascinated with the work, and never grew tired of it, taking my lessons every day, excepting Sunday. I followed their instructions as near as possible, and always found them ready to fill their part of the contract. I was a winner, and applied myself to the work, which any one must do, no matter what school he enters.

I took the three years' course of two years, but at the end of eighteen months' study with them I determined to take the bar examination, and passed with the greatest ease. I found that I had been studying nothing obsolete, but that which I need for the present practice of law. Immediately afterward I was elected a member of the Legislature, and since its adjournment I have continued my profession, and with success. I had the determination, but owe gratitude to the Sprague school for the method and aid in the study of law. I can recommend the school to be what they claim, and found them always up to their contract.

Yours very respectfully,

J. Frank Butts

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tion and notes by Prof. F. G. G. Schmidt, of the University of Oregon.

A new German reader for young beginners is the *Altes und Neues*, edited by Karl Seeligmann, of the Harvard school, Chicago, and published by Ginn & Company.

The articles on the Lake submarine boat, in the January *McClure's*, are interesting both from the standpoint of invention and that of adventure. The boat, as described by Mr. Ray Stannard Baker and pictured by artist W. D. Stevens, drops down to the bottom of the sea, and there traverses the ground precisely like an automobile road wagon; and from it divers step out thru a door on to the sea bottom, as they might step out of a house into a garden, and go spading and hoeing among wrecks.

R. H. Russell's 1899 calendars include a golf calendar, a Chinese children's calendar, an almanac of twelve sports, a Wenzell calendar, a Shakespeare's heroines' calendar, a colonial soldier calendar, a coon calendar, a Remington calendar, and a sports and seasons calendar.

The volume of requirements in English "for careful study" about to be issued by Houghton, Mifflin & Company covers the work for 1900-1902 as prescribed by the joint conference of colleges and secondary schools on requirements in English for college admission. It includes Macaulay's *Essay on Milton*; Milton's *Paradise Lost*, Books I-III; Milton's *L'Allegro*, *Il Penseroso*, and *Other Poems*; Shakespeare's *Macbeth*; Macaulay's *Life and Writings of Addison*, and Burke's *On Conciliation with the Colonies*.

*The Universe* has reduced its subscription price from \$2.00 to \$1.50.

*The Critic*, which began its nineteenth year with the current number, will hereafter be published for The Critic Company by G. P. Putnam's Sons. The editorial management will remain the same.

During 1899, *Harper's* will contain a comprehensive history of the Spanish-American war, by Senator Henry Cabot Lodge. The Lessons of the naval engagements will be summed up by H. W. Wilson, the author of *Ironclads in Action*; Capt. Arthur H. Lee, the British military attaché, who was a spectator of the Santiago campaign, will write on that part of the war; and John Fox, Jr., will contribute a story of the war, based on actual experience.

Mrs. Mary Mapes Dodge, editor of *St. Nicholas*, has recovered from a severe illness, and has gone abroad to spend the winter in Egypt and Italy.

Edward W. Bok, the editor of *The Ladies Home Journal*, has entered the lecture field and in the South and West, where he has been lately, his audiences have been, according to reports, the largest ever drawn in those sections of the country.

"Our Diplomacy in the Spanish War" is the title of an interesting article in the January *Review of Reviews*. Mr. Henry Macfarland, the author, is a well known Washington correspondent, who has more than the usual amount of inside information in Washington affairs.

*Harpers' Weekly* for 1899 announces a new serial by H. G. Wells, entitled "When the Sleeper Wakes."

The *New England Magazine* will continue during 1899 the series of articles on historic New England towns. Among the places which will be taken up in early issues are New Haven and New Britain, Conn., Montpelier, Vt., and Lowell and Fall River, Mass.

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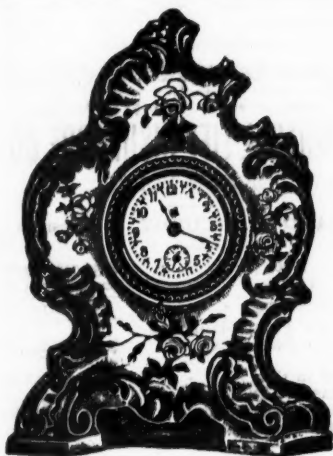
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